CHILDREN

THE MAGAZINE FOR PARENTS

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The Parents' magazine
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JANUARY 1929
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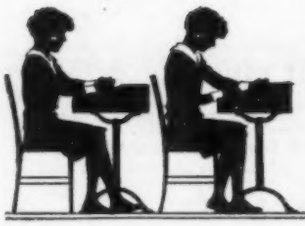

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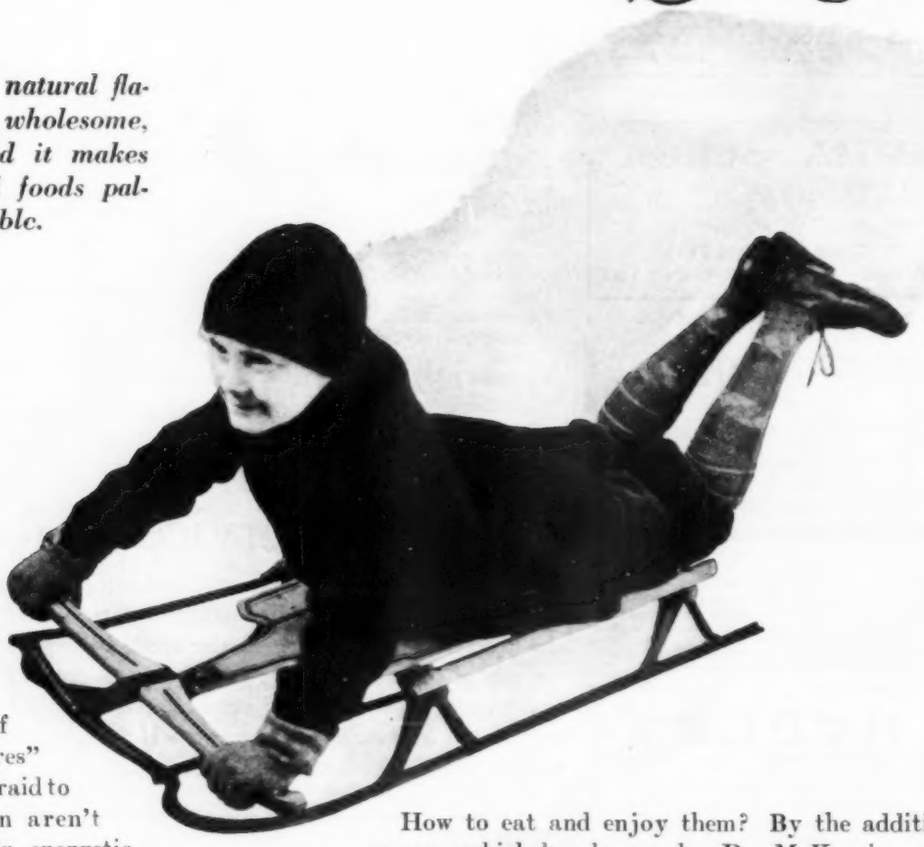

FORTUNATELY, children aren't afraid of "spoiling their boyish figures" if they eat. They aren't afraid to eat enough. They even aren't afraid to overeat. Their energetic bodies soon burn up the fuel—and they are usually hungry by next meal-time. Yet, many a child isn't eating enough—in variety if not in quantity. What is the reason?

Haste, maybe. Not enough time before school for a real breakfast; lunch is hurried; then by dinner he is too tired through a day's starvation to eat well . . . or perhaps the food doesn't "taste" good. Or it isn't the right sort.

It isn't the child's fault if he is undernourished. And it isn't fun. He tires too soon. He can't play so long. He needs a few pounds overweight (eminent physicians affirm this!) — then he'd have a distinct advantage over his thinner companions. But undernourished, he can develop diseases too easily, especially tuberculosis.

Sensible, regular feeding, is the rule. You know this, to be sure. You know that if a child is healthy, he gains regularly. Yet this means that he must eat and enjoy his special "quart of milk a day" (two or three glassfuls, and the rest in other servings) . . . and his vegetables, fruits, cereals, eggs, and light desserts.

How to eat and enjoy them? By the addition of sugar—which he also needs. Dr. McKenzie, eminent child specialist in Winchester, Mass., says, "Children absolutely need sugar!" (Children will delight to hear this!) This means that candy and cookies are useful foods and that sugar is the nutritious way to flavor other necessary foods.

Sugar with his breakfast fruit—and the applesauce. Then he will eat more fruit. Sugar with his cooked cereal—he will like sprinkling it on. Or stewed fruit is good on his cereal. Remember sliced oranges and bananas with sugar or shredded cocoanut on them. Sugar with milk and egg and vanilla in an egg-nog (this takes care of both milk and egg). Or use some of that "quart of milk a day" in cocoa for him, tapioca, junket, blanc mange, rice pudding. . . . Add sugar to the vegetables — peas, carrots, tomatoes. He will say, "I like these!" And you will share his liking the improved flavors.

Sugar is a natural flavor. Pure, wholesome, loved. So teach the child to eat enough of the varied foods he needs—the good vitamin, health foods—sweetened, if necessary, for real enjoyment. The Sugar Institute, 129 Front Street, New York.

All advertisements conform to standards on page 47.

Your Baby's Chance to Live

An Editorial Message

By S. J. CRUMBINE, M. D.

General Executive, American Child Health Association

NOTHING would be too great, no sacrifice too hard for a mother to make if only she could increase the chance for her baby to live. Statistics mean very little to us sometimes and yet, interpreted in terms of human relationships, of love and work, of fathers and mothers, children and babies, they strike straight at each individual heart. According to the latest statistics on infant mortality prepared and published by the American Child Health Association, one baby under a year of age died during the year of 1927 for every sixteen that were born. And the total number of baby deaths in the United States during the same year was 113,391.

But these figures are not quite as dreary as they seem. To see the hope they express, however, we must compare them with the figures of other years. We find that they are lower than ever before in our country. The number of deaths during 1926 was 73.7 for every thousand babies born; the number in 1927 dropped to 64.9.

We are making headway. And today's figures, which for all the progress they note are appallingly high, must be brought far down. In this all-important undertaking parents must do their part.

What can you do? One of the first tasks you should undertake with other parents is to have your city and your state included in the birth and death registration areas. Only then will health authorities know how many babies are born in their boundaries, how many die, and from what causes they die. Today there are forty states and the District of Columbia in the birth and death registration areas. There are still eight states, whose population numbers millions, which are not yet represented. Some of you are living in those states, and it is most important, it is the basic structure on which your state board of health must work, to have your state included in this area. Many of you, therefore, must use your influence and your votes to bring your states into the birth and death registration areas.

There can be no safety for any baby unless the milk supply is clean and safe. This is not a matter to be left to the conscience of individual milk dealers. It is a matter to be taken care of, not only by the passing of an adequate ordinance but by the enforcing of it when it has been passed. What do you know about the quality of the milk in your immediate community? In your state? Here is a vital field for you to examine and to protect.

Nothing, perhaps, does more to give babies a chance to live than proper prenatal care and instruction for mothers. Efficiently conducted, loyally supported infant welfare programs are further needed to guide them after their babies have come. Help to secure such training for the women of your community.

Everybody has an obligation to do all in his power to see that the fundamental steps are taken to protect the health and lives of babies. Every parent is affected and every baby jeopardized in a community where these three or four basic protective measures are not provided. And every baby has a better chance to live when the parents of the community and the state unite to protect him.

"The future of the race marches forward on the feet of little children"—*Phillips Brooks*

ADOLESCENCE

Photograph by Arnold Genthe

Have You What Your Children Seek?

Youth wants to know where it is going and why. The supreme test of a parent is whether he is able to answer the questions youth asks of him

By J. GEORGE FREDERICK

IT is a searching question—but it needs to be faced. Children have certain expectations of their parents, and these expectations are the most significant keys to what we can hope to do for them.

For a few years following the frankly critical attitude of young people toward the older generation, I was fond of puncturing—with too much display of logic—the somewhat nebulous nature of youth's demands.

"Come now," I would say to such of the younger generation as hovered around my fireside—including my own son and daughter—"let us reason together. Just what is it, concretely, that youth wants and needs in parents that it does not now get?"

Then, a little too gleefully, I would watch the young things sputter and declaim along various lines of thought, none too clear, which all too often snarled them up and developed disagreements among the representatives of youth themselves!

I have come to the conclusion that this parental attitude is quite as erroneous as the other attitude I have noted among parents, namely, that of simply joining in the youth-chorus of raps at modern parents, in a rather insincere or thoughtless effort of ingratiation. We do so like to be considered "as young as the young people themselves!"—whether it is true or not. And we have frankly been a little too fearsome of this quite callous relegation of parents to the land of dodo.

In my opinion, the mind of youth is still rather chaotic, and it does not know precisely what it seeks from parents, or even if it seeks anything. A little level-headed insight and observation soon discloses that until now youth has done little more than break the old umbilical cords and do some groping; all in a praiseworthy spirit, but with practically no real understanding of what comes next. It has been nine-tenths a gesture of parturition, severance, an outspoken and often crude voicing of the normal adolescent instinct for self-realization, and only one-tenth an intelligent self-direction. It has been, really, a precocious flinging aside of the protective cloak of parental guardianship over the adolescent adult; but the white glare of realism has done a great deal of harm along with the obvious good that always comes from facing reality early enough in life. Judgment, unfortunately, does not mature at the age when youth begins its modern self-assertion!

For these reasons I have become firmly convinced that parents themselves need very particularly to formulate a youth-philosophy, from the point of view of youth today. Our grave error, which has occasioned youth's violent reaction, has been to forget that youth has a right to, and a necessity for, standards which fit the new age in which they will live. Instead of taking pains to appraise what are the best modern youth standards, we have lazily and selfishly endeavored to impose standards which were not up to the times: mere distorted versions of our own youth-philosophy. We have reaped in return a "revolt of youth"—a pathetically badly-led revolt, too.

How much better if we entered as partners into what is the natural and logical conspiracy of youth to slough off the old and take on the new. We seem to find it perfectly natural to clothe young people's bodies with new garments, but so very difficult to permit them to clothe their minds with new ideas different from our own.

What must parents have in order that youth may not turn from them altogether and further harm itself? What does youth—if it were quite articulate and wise—which it is not—seek from parents?

It seeks and needs the parental mind which is not aging as is the body which houses it. What *could* youth's attitude be toward the parental mind which is no longer growing—except the attitude one has toward a grave? It is not at all necessary that mind and spirit decline as the body declines. Elliot, Edison, Ford and others have brilliantly proved it, for they have been perennially youthful in attitude; the attitude of alert interest in life and readiness to flex to the new. Youth hates rigidity, and justly so.

Such youthfulness of mind, I am fully aware, is not possible for many parents to acquire at a late date; although one must allow for almost anything being possible to a human soul if the incentive is strong enough! If a parent finds it no longer possible to be open-minded, flexible, youthful-minded and youthful-spirited, then the next best substitute is to grant youth the benefit of the doubt. You must then act toward your grown-up children as you would toward men of different views. You can still be friends and yield each other fine courtesy and imaginative sympathy.

I believe that youth *expects parents to make clear their position on any of life's fundamental* (*Turn to page* 54)

Stones

By ANNE HERENDEEN

WHEN we are young we ask for bread
And all the stones they give, instead,
We carry with us day by day
Along the way.

At last, by grief grown wiser far,
We know our stones for what they are
But, borne so many an aching year,
We find them dear.

So when our children ask for truth
Perhaps for shame, perhaps for ruth,
We give, to make them supermen,
The stones again!

My Boy's Give Me *the*

Under cover of humor this father home certain fundamental truths

By FRED CHARLES

Director, Division of Publications
Board of Education, Cleveland, Ohio

Illustrated by Edward Monks

THIS business of getting Bill educated has just about given me the collywobbles.

You wouldn't think, to look at the boy, that he could possibly be such a tragic misfit in school. Yet he doesn't seem to adjust himself to any of the schemes his teachers have been able to plan for him, and my responsibilities as an "enlightened" parent are weighing heavily upon me.

I have read in the papers that the real trouble with our children today is the lax discipline of the home. The children start to school poorly prepared for the educational regimen, and, of course, we parents are to blame.

This has worried me quite a lot. I have tried to teach Bill not to steal, to quit swearing (a habit picked up from the neighbor children, of course), to wash his hands before eating, and to polish off his teeth a couple of times a day. In this I have fairly well succeeded, I think, but still Bill and I are lagging far behind the procession, measured by all the standards of modern education.

Really, I think he is going to be a railroad brakeman when he grows up. He has accumulated an unusually complete library of railroad time-tables, and he can tell you offhand just what time No. 27 leaves for the west, and he knows every stop made by No. 32 between Cleveland and New York. But, naturally, his teachers can't give any credit for this.

The first inkling I had that anything was wrong was last spring when he developed a great aversion to school. Once, before signing his report card, I stopped to look at it. His scholastic attainments were measured by a string of P's and Q's that made me shudder.

Of course, I didn't exactly know what all the P's stood for. Maybe they represented perfect, and then, again, maybe not. But I took the card to the teacher in person and learned the awful truth.

"Just how do you decide," I asked, "whether his work in arithmetic should be measured by a G or a C?"

"Very simple," she said. "I give him ten problems in arithmetic. He solves eight and misses two. The grade, therefore, is 80 per cent or, as we express it, C."

"And just how do you decide he should be given G in reading and not C?"

"Well, as a matter of fact, he is pretty good in reading. But his spelling is terrible and his writing is atrocious."

I had heard about I. Q's. Did Bill have an I. Q? Most assuredly, but the teacher didn't know what it was. I'd have to inquire in the office.

Here it was in black and white—89.

"What should he have?" I asked.

"Here are the cards for the rest of the children in his room. Look 'em over."

I thumbed over the cards. Every I. Q. was higher than Bill's. He was in pretty fast company.

"If you have any faith at all in this I. Q. business," I said, "it seems to me you've got the boy in the wrong pew. This shows he's a dumb-bell, yet you have him going up against a lot of sharks."

Well, the principal wasn't sure that the I. Q. in Bill's case was entirely accurate. Really, she thought he was a pretty bright youngster, even if he didn't show up very well on the group test. No, she hadn't been able to give an individual test in each case.

If there was any value in an individual test I proposed to get him one, and hang the cost. I didn't propose to have him point a finger of scorn at me in after years and say, "A fine parent you are; you wouldn't even let me have an individual I. Q!"

So I hauled the boy down to Dr. Luckey, psychologist. Bill protested and hung back a little. Children

Grades Collywobbles

in full and free confession drives in regard to school education

You wouldn't think, to look at the boy, that he could possibly be the misfit in school that his report-card makes him out

are that way. They never know what's good for them.

"He's not such a dumb-bell after all," Dr. Luckey said when the test was over. "He has an I. Q. of 120."

"Would you mind putting that in writing?" I asked.

I gave the report to the principal. I wanted to explain what Dr. Luckey had explained to me—that the kid did things he liked to do pretty well, but was a great individualist with non-social inclinations. But parents must be co-operative. They mustn't criticize the school authorities. So I merely observed, "Here is Dr. Luckey's report, for any use you may care to make of it."

Summer crept upon us with the problem unsolved. During vacation the boy took on a good coat of tan, expanded vertically, kicked out two pairs of shoes and learned to swim. Then back he went to school.

We waited breathlessly for the first report card. It came the other day—another string of P's and Q's. Apparently there was no improvement. Again I became an enlightened and co-operative parent.

"His spelling doesn't improve," the teacher told me. "But I think the fault may be with his writing. You can't tell whether he is making o's or a's. He doesn't close the letters properly. And of course, I can't tell whether he is writing one or the other. So I have to mark him off."

"How about this business of being under weight?" I asked, producing the blue tag that came with his report card. ("Card of blue won't do.")

"He's under weight several pounds."

Never having suspected this defect, I wondered how they discovered just what he ought to weigh. Well, here, at any rate, the procedure was very scientific, and you can't quarrel with science. Somebody out in Iowa had taken 1,000 eight-year-old boys, measured and weighed them. He struck an average height and weight and that, just exactly, was how tall an eight-year-old boy should be and what he ought to weigh.

I wondered whether those 1,000 samples had been farm children or city children, native or foreign born, big-boned or small-boned. Yet there was the chart and it was in general use everywhere, and of course it just had to be right.

So that was that. There was nothing to do but lay in another stock of whale oil and begin our spoon-feeding all over again despite the howls and protests.

Out in the hall, luckily, I ran into the writing supervisor. Here was an expert, and I proposed to have the "low down" on this penmanship business.

"What grade is he in?" the supervisor asked.

"Three."

"A or B?"

"B."

"Ah—B?—You said B? Well, of course, that makes a great difference. In the B grade we are just beginning the double loop."

"Can't Bill do the double loop?" Here was another serious problem to annoy a well-meaning parent. I should have to teach him how to do it—provided I could first find out myself. All my life I had easily assumed that writing was a mere tool, useful of course, but not an end in itself. For years I haven't had occasion to write with pen and ink, except to sign checks, though once I did write some love letters that might better have been left unwritten. I supposed that anybody who had much writing to do would use a typewriter or dictate to a stenographer. And here I was, up against the double loop!

"Anyway," I said, "I'd be mighty grateful to you if you could figure out some way to teach this boy of mine to write."

I made a brief inspection of the building.

"Show me," I said, "all the third-grade teachers you happen to have on hand." (*Continued on page* 42)

Keeping Quarantine

By WILLIAM BYRON FORBUSH

Author of "The Education of Children"

"Mothers propagate, keep alive and spread infectious diseases of children more than any other one body of people"---

Is this a fair accusation? Whether you agree with it or not you will want to read this article on the importance of observing quarantine

©Lazarnick

"Please don't put a sign on the house!" This mother endangers her community

WHEN there is sickness in the home the first impulse is to find out from the doctor how serious it is, the next is apt to be to resist or make ineffective the quarantine regulations.

Scarlet fever is suspected. Mary does not seem very ill. Mother says to Father: "It's nothing but scarlet rash. Let's not call Doctor Fairbanks. He'll report it as scarlet fever. You and the children will be quarantined for a month, the grocer and the milkman will be afraid to come, and I'll have you all to take care of. Call old Doctor Hogue. He doesn't report anything. I'll let the other children go to school, but I'll tell them all to keep away from Mary. Tell everybody that it is scarlet rash. It *is* a rash, and it certainly is scarlet. I can manage it, and Mary will soon be better."

Mother sees several facts very clearly. She sees the expense and inconvenience of a real quarantine. She believes she foresees that the case is a light one, and perhaps the physician has agreed with this prognosis. She intends to maintain an actual quarantine, though she does not want the house posted. But consider certain mistaken ideas which are hers.

This mother believes that a mild attack of any disease is less infectious than a severe one. As a matter of fact, "scarlet rash" and "scarletina" are actually scarlet fever, just as truly as "Cuban itch" is actually smallpox, and a mother is criminally neglectful who misnames either, or refuses to protect other children from the one infection as well as from the other.

This mother also believes that healthy persons are more likely to escape infection. This statement is usually expanded into the doctrine: "I believe that if one keeps cheerful and forgets illness, instead of giving in to it, one can usually keep well." But as a matter of fact, persons in good health are often attacked by infections. And the sooner anyone who is stricken by an infectious disease yields to treatment the greater the probability of his recovering speedily. Sometimes we hear a person say: "Frank had a light cold, and it turned into diphtheria, or influenza." Of course, there was no such transformation. The fact was that Frank had diphtheria or influenza from the beginning, but the observers were late in recognizing it as such. Such a careless attitude may have far-reaching consequences.

The third fallacy commonly believed is that a child must have certain infectious diseases anyway, and the earlier the better. As a matter of fact, there is no such necessity, and there is no communicable disease that a child is not better off without. There is the possibility that the child will not recover and unfortunate consequences of contagious diseases may last a lifetime. Reputable physicians and alert parents, in view of these facts, no longer believe that it is best for children to have the so-called "children's diseases" and "get it over."

What is the result when there is an easy-going physician who does not report a sickness as infectious?

The first result is the gradual (*Turn to page* 55)

Should Children Have Pets?

The friendship of animals is a priceless possession. To win it children must be taught kindness, and a sense of responsibility towards their pets

By ELEANOR BOOTH SIMMONS

IS Johnny old enough to have a dog? Is a cat a safe pet for little Mary? Should we buy a goat for Tom?

The great trouble with many parents in dealing with this matter of pets is that they see it from their angle, and perhaps from the child's angle, but they fail to recognize that animals have viewpoints, too. What with eyes, ears, tails, voices and general demeanor, most animals are so well equipped with means of self-expression that there is no excuse for not knowing how they feel. And their feelings are also bound up with the problem of whether and at what age Johnny and Mary should have pets.

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We shouldn't be like Angelica, a girl of ten, who was seen by a neighbor dancing along, swinging her kitten by its tail. The kitten was splitting the air with its wails, but Angelica was too intent on something she had to say to the neighbor's daughter to hear it.

"Sallie, oh Sallie!" she called. "We got a Band o' Mercy. Don't you want to belong and go to the meetings?

"What's a Band o' Mercy?" asked Sallie incredulously.

"It's to teach us to be kind to animals," explained Angelica, who had much to learn.

Inevitably Angelica's kitten will scratch her badly sooner or later, and then her parents will decide that it is not a safe pet for the child, and will send it to the Society for the Prevention of Cruelty to Animals to be destroyed, or put it out on the street to become one of the population of starved, homeless cats that are a misery to themselves and carriers of disease to humans. But if Angelica, at ten, is not old enough to have a pet, she never will be. Plainly here it is a point of education, which shows how difficult it is to lay down rules as to when Johnny is old enough to have a dog, and whether a cat is a safe pet for little Mary. It depends largely on the child.

Still it is always possible to get something out of the opinions and experiences of experts. A well-known veterinarian was questioned.

"I wouldn't let a child under seven years of age have a dog or cat of its own," he said. "Young children don't know how to treat animals. I have seen a youngster loving a puppy or a cat to death, squeezing it, dressing it up in tight doll-clothes, dragging it around till the badgered creature turned on its tormentor; whereupon it was condemned as 'vicious.' The boy or girl who owns an animal should be taught and expected to feed it regularly and feed it the right things, to groom it, exercise it and respect its rights. There's nothing better for a child than the friendship of an animal and the responsibility of its well-being, but generally, a parental protectorate is needed till the child is old enough to learn how to treat pets."

Much depends on the family attitude toward animals. When people have always been accustomed to having well-cared-for, properly respected dogs and cats in the home, they can hardly understand being afraid of them. "My little girl grew up with dogs," said one mother who knows a good deal about animals. "She would not dream of hurting them, or they of hurting her." "I remember," said another, "as a very small girl lying on the rug with my arms around my terrier, and saying: 'I want to die when Scotty dies.'"

Of course a pup—and really to grow up with a child the Bow-Wow should arrive as a pup—well, a pup is a pup. He may be thoroughbred or he may have fifty-seven varieties of dog in him, but he will chew up your shoes just the same. You will need a stock of patience. But the chances are that with all his puppy faults you'll love him still.

The Hole

By MARY HEATON VORSE

Author of "First Cabin"

If you are a sentimentalist, don't read this story I wish they would write to me, in care of a spade, you won't want to miss a word of feel about it,"

EMILY NEARING and George Nearing lived in a usual-sized house on a pleasant street in a usual-sized town. They had three children, Stephen, nineteen, Annette, seventeen, and David who was only ten. One day when George got rather well fed up with his family, he went off on a motor trip. He wanted Emily to come too, and she wanted to come, but of course she couldn't leave the children.

Emily Nearing walked slowly up the brick path. The yard was in a litter. The brick path was overgrown with weeds, grass almost covered it. There was a picket loose in the fence. They had promised her window-boxes. Well, there weren't any. Without window-boxes the house had the look of a man without eyebrows. The reason the yard looked like this was because George said he'd be damned if he'd fix it when he had two lazy half-grown children. But Annette and Stephen always fought with each other as to who should do the clearing up, as Emily could now hear them fighting. Annette was saying:

"You haven't cut the grass and you never will cut the grass! Our place is the only horrid-looking place on the street."

As Emily went inside, the hall seemed completely dark after the sunlight outside. And in the darkness, Annette and Stephen looked like dark silhouettes. They both pounced on Emily.

"Can't he cut the grass, Mother?" Annette said. But Stephen complained,

"I can't find the whiting. How can I play tennis if I can't find the whiting?"

"There," said Annette, "that's what's the matter. That's why the grass never gets cut, because Stephen always is fussing about his clothes, that's why." Suddenly the hall seemed filled with people who all spoke at once. Johnny Post, Annette's beau, said:

"A sailor should know how to sew on buttons. Have you a button, Mrs. Nearing?" Agnes, the maid, announced:

"The fruit's gone. I bought some this morning. It's gone now." Dave cried out:

"Mama, can I have ten cents?" While a voice from the door through which Emily had lately passed, cried raucously:

"Ma told me to tell you she can't wash for you this week. She said for you to find someone else." It was like a scene in a dark pantomime acted by silhouettes. The six voices carried with them the element of nightmare. Emily felt she was being hunted. She had often felt that way. People after her, telling her disagreeable things, making her decide quarrels, wanting something

in the Wall

Illustrations by H. M. Bonnell

story. But if you are willing to call a spade it. "When your readers have finished my of your magazine, and tell me how they invites the author

of her. Always and forever wanting something of her.

"I've got to get out! I've got to get out!" Emily thought. She wanted to run. There was no place to run except upstairs. She ducked into her room and shut the door.

"I wonder what's the matter with me?" she thought.

As if in answer a picture of Pettibone, the old negro who carted trash, came before her. Only that morning she had said:

"How are you, Pettibone?" and he had answered:

"I'd be fine, Mrs. Nearing, if 'twasn't for mah stinkun chillen." To shut out thoughts Emily picked up a magazine and began to read. Reading was like turning her memory off as you might shut out unpleasant sights by closing your eyes.

Afterwards when Emily tried to remember the story, the details were obliterated. She only knew it was about how gloomy the house seems when the children go to school, one of those modern stories about the wise mother who solves all her children's difficulties. They turn away from her, yes, only to come back by the other door to be comforted by her sage advice.

Then it happened. As if by itself Emily's arm jerked up. She threw the magazine violently against the wall. At the same time she hurled a word of five letters into the startled quiet of the room. She'd never thought that word. It was never employed by ladies. She'd never heard anyone else use it, she threw the word after the book. Apparently the book hit exactly where the word did when her sudden violence sent them both shuddering against the innocent plaster.

Where they had hit was a large jagged hole.

Emily sat staring at this hole. Then she got up and looked into its darkness. It was like the darkness of a well with a reflection at the bottom. She watched fascinated as though she were gazing into a pool of camphor and ink. In the dark reflection figures moved. A chill crawled up Emily's back like the premonition of calamitous disaster. Suddenly she understood. By her act of violence she had torn the veil of illusion which mercifully keeps us from reality and she was looking down the hole on reality's stark face.

What she saw was her son Stephen walking up the street. This was a sight which had always made her feel warm inside, as if the sun were shining, secretly within her. Pride was what she had always felt at the approach of her first-born. He looked so nice and clean. His blond hair was plastered back from his forehead. His gray

eyes still held the look of unblinking innocence that they had held when he was a little boy. Now, she saw a young man with a sulky expression. Watching people to see what they were thinking about him. This young man had a jumble of features, set in a pink and white pulp which could not be said to represent a face.

That was exactly it. As yet he had no face. His mouth hung slack. His nose had not decided on its shape. He was at this moment scarcely to be defined, except that he was immaculate and he was vain. This featureless young man dressed in such painfully collegiate clothes was Emily Nearing's pride and joy. It was then that another awful thought crowded into Emily Nearing's brain.

She had known what he was right along. This dark, shadowy knowledge had padded behind her. She had often heard its footsteps. She had hurried on. Reality had almost always been on the point of coming around the corner and confronting her. She had put wax in her ears and blinders on her eyes. The dazzling veil of illusion had hung between her and it. Emily looked again down the hole in the wall. At what she saw her gorge rose, which is a short way of saying that she felt extraordinarily sick. It was like feeling that she was Vesuvius about to erupt actively.

SHE stared fascinated at the small clear figures in the hole. They were Stephen and herself. His mouth hung loosely ajar. His brow, as void of expression as an eggshell, was wrinkled. A sour, petulant frown was spread over his face. He said, distractedly:

"Where are all my white flannels?"

"At the dry cleaner's," Emily answered quietly.

"When did they go?" he demanded.

"Yesterday," Emily responded. "They'll be gone a week."

"Hully gee!" he mourned. "A week!"

His trousers had gone for a week. It was the end of his world. "I can't go a week without my white pants," he answered at last.

"I told you this would happen," Emily said, with a tranquillity that surprised herself. "I told you if you didn't send them to the dry cleaner's, you would be without them. Finally I had to take them." As she talked he swelled and swelled like a frog. He was swelling with anger, working himself up for a scene. The other Emily spoke.

"I don't see why you should be so worked up, Stephen," she said.

"You don't? Yes, you don't! You expect me to go around without pants? Well, I am not going to!" He moved his hand through his immaculate hair.

"Look out!" Emily warned. "You're going to explode!"

She shut her eyes. When she opened them the hole was dark.

The darkness cleared. Emily saw herself moving shuttlewise and very nimbly uptown to the cleaner's after white trousers. She hopped up and down the street with a spidery agility, carrying things around to be mended and cleaned. Moving with a startling celerity up and down to the store to buy things—socks for Stephen, shirts for Stephen, things for her husband, things for David. Would she ever do anything but buy, buy, buy? Taking things back and forth—trousers and shirts—hopping, skipping and jumping, back and forth to the tailor's and the cleaner's.

Interlude with Emily seeing herself buying things forever. There was no end. The earth was full of labor. Her mind swam with the multiplicity of things that she was ever purchasing.

She went faster and faster, taking longer and longer leaps. At last she came to a stop and the family crowded around her. Then Emily saw herself as she really was. She saw a grotesque figure, like a kangaroo, a marsupial being, on which was Emily Nearing's own head. Emily saw this other Emily's hands ceaselessly taking things from her pouch. She seemed to be dealing objects with the agility with which one deals a pack of cards—shaving soap, white trousers, more white trousers, shirts, bathing suits, drinking glasses—the hands continued busy dealing things. Little objects. Scissors, razor blades, soap, clean towels. "All things are full of labor. Man cannot utter it." The little creature kept dealing objects indefatigably—scissors, shoes, brassieres, trousers, glasses.

It was a harrowing sight to see this other Emily dealing away her very entrails. The crowd of people around her grew. They cried out:

"The kettles are all burned. Soap! Soap! Soap!" Annette kept yapping:

"Stockings and shoes! Lipstick! Lipstick!" And David screaming like a parrot:

"Ten cents, ten cents, ten cents."

Emily dealt things faster and faster, but the faster she dealt the louder they all howled. Now she had no more to give and she began throwing little pieces of her life to keep them quiet. She couldn't bear to watch it. She shut her eyes and waited, feeling as though her flesh was crawling on her bones.

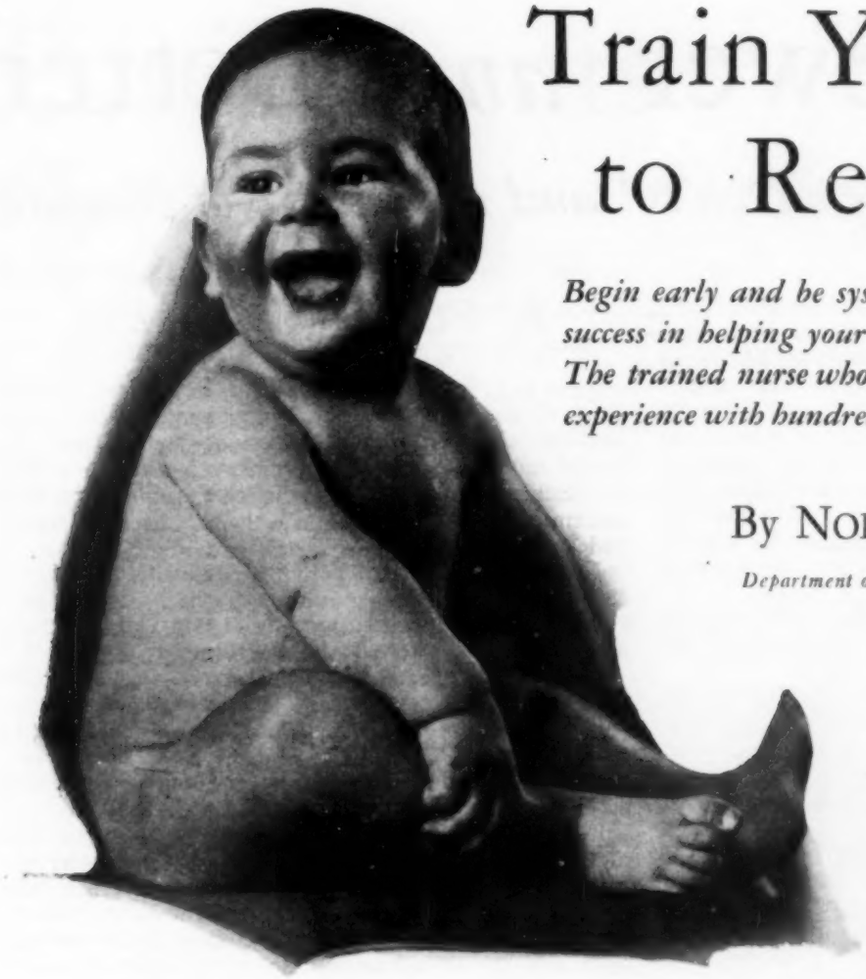
WHEN she opened them again the scene had changed. Emily was in a room. Around her lay the wreckage of a young girl's life. Clothes swirled like the skins of snakes, stockings lay about the floor. In the bureau was confusion. Clothes already worn had been shuffled back in. The lank and empty laundry bag hung forlornly on the open closet door. A chair was piled high with clothes. Emily's best shawl lay upon the floor. It was a room of tempest and hurricane. A room where perpetual stormy dressings went on. A dressing-table was strewn with (*Turn to page* 38)

Subscription Price Reduced

Beginning with this issue, the subscription price of CHILDREN, The Magazine for Parents, will be $2.00 a year.

Subscriptions paid for at the former price of $2.50 will be extended on the basis of the new rate so that present subscribers will get the benefit of the reduced rate on the unexpired portion of their subscriptions. For instance, a subscription which at the former price would expire in April, 1929, will be extended to May, 1929; a subscription which would expire in August, 1929, will be extended to October, 1929. Subscriptions expiring in December, 1929, will be extended to March, 1930.

Train Your Baby to Regularity



Begin early and be systematic. That's the secret of success in helping your baby to establish good habits. The trained nurse who writes this article speaks from experience with hundreds of infants and tells just how

By NORMA SELBERT, R. N.

Department of Public Health, College of Medicine, Ohio State University

THE care of the healthy baby should be systematized as early as possible. A system will make automatic and habitual useful actions which help to maintain health. A system will also guard against growing into irregularity, and ways which are undesirable. Moreover, it minimizes the work of the mother and assures time when she and the baby are free to enjoy rest or recreation.

The infant should have a daily routine which considers all functions of his body. His training requires patience and regularity. It should be continuous, without a break, in order to make desirable responses automatic. The activity of the nervous system is most plastic, most liable to modification, during the first weeks of life. It is therefore desirable to follow a system very early, beginning in the first month. The child will then grow in the way in which he has been taught to behave.

Training the bowels may be begun as soon as the umbilicus (the navel) has healed. Almost every healthy baby, boy or girl, can be trained so that he or she will not soil diapers after he is eight weeks old.

Elimination will occur regularly if the infant is healthy, is fed regularly, and receives sufficient water between feedings. The hour at which the bowels are usually emptied should be noted and the infant should be held over a pan or vessel at this time and induced to have a bowel movement day after day, to establish the habit of regularity. Never permit an exception to occur until the habit has been established. One break in the continuity will undo the effects of the routine.

The child will soon associate the act of excreting with the vessel, and the posture in which he is held while excreting. There are various ways in which the infant may be helped to establish the habit of elimination at specific times.

He may be laid on a protected pillow which is placed at the rear end of a bed-pan. The protector used to cover the pillow should also be used to keep the baby from touching the pan. The movement will usually come in a few minutes if the child has been taken up at the hour which is the time for a natural evacuation. If it does not come after five or ten minutes then insert a cone-shaped piece of softened castile soap (about two inches in length and one-fourth inch in diameter). This will hasten evacuation. Vaseline should be applied to the rectum before the soap is inserted. Glycerine suppositories may be used instead of the soap, but they are sometimes irritating.

Habits are the result of repeated actions. It is therefore important to repeat procedures which result in desirable reactions. Massaging the abdomen gently when a bowel movement is due may prevent the need of a suppository. The mother's finger nails should be short and rounded so as to prevent scratching. The massage should consist of gentle rotary movements made with the balls of the fingers traveling upwards from the lower right side of the abdomen. Then across the abdomen, above the navel, to the left side and downwards.

ANOTHER method (one which is most frequently used) is to place the baby over a small vessel which may be held in the mother's lap while the child's back rests against her arm or chest.

As soon as a child is able to sit up he should be seated on a nursery chair which is over a vessel. It is important to have his feet resting on the floor or on a ledge from which he can push while contracting the abdominal muscles.

Children can soon be taught to grunt or to designate in some other way their need of the nursery chair. If the same word is always said to them as they are placed on the chair they will learn (*Continued on page* 36)

Fewer *and* Better

Here are the "Don'ts" and the "Dos" of Modern

By EDNA BRAND MANN

"BUT I have to punish my child sometimes!" the troubled mother insists. "You arm-chair psychologists may rail against spanking, locking in closets, putting to bed supperless, and all the regulation disciplinary methods, but just what am I going to do—say, when John won't eat his spinach or won't go to sleep or hits the baby over the head with his scooter?"

That is a fair question and it voices a criticism felt or expressed by many honest parents. I have likewise heard the added declaration, hurled almost like a challenge, "Well, you see, I have done this very thing which you say is so wrong and *it worked!*"

"Sarah used to whine terribly. Now I need only to threaten locking her in the dark closet again and she stops."

"Or," says a teacher, "If I just glare at Harold, he stops whispering. Last week I had him stay in every afternoon copying three hundred times 'The quality of mercy is not strained.' He doesn't want another dose of that punishment. You see, it worked. . . . Isn't that enough?"

Yes, it *is* enough. It may, in fact, be too much, as parents and teachers would agree if they could see the length and breadth of its working. The punishment may indeed check the particular fault, but what if its further effect on the child's personality as a whole outweighs the immediate convenient result? That question is the touchstone of sound and successful discipline.

Lest practical-minded parents toss away this article at this point, imagining that it is a too Utopian plea for no punishments, I hasten to add that I am for punishments—but for fewer and better ones.

Once we see what to avoid, what are the dangers in some of the practical punishments which "work," we will arrive, almost by the process of elimination, at those fewer and better (also better because fewer) disciplinary methods which correct the child's fault and leave him, as a whole, a finer, sturdier child.

First the don'ts.

Don't use as a punishment something you want the child to like. Do not, if you are a teacher, have the child copy Shakespeare as a punishment.

Do not keep him after school to punish him when you wish him to like school and to regard schooling as a privilege.

Do not put him to bed as a punishment. You are thus connecting tension and unpleasantness with what should be calm and pleasant.

Never threaten medicine as a punishment. What will happen when

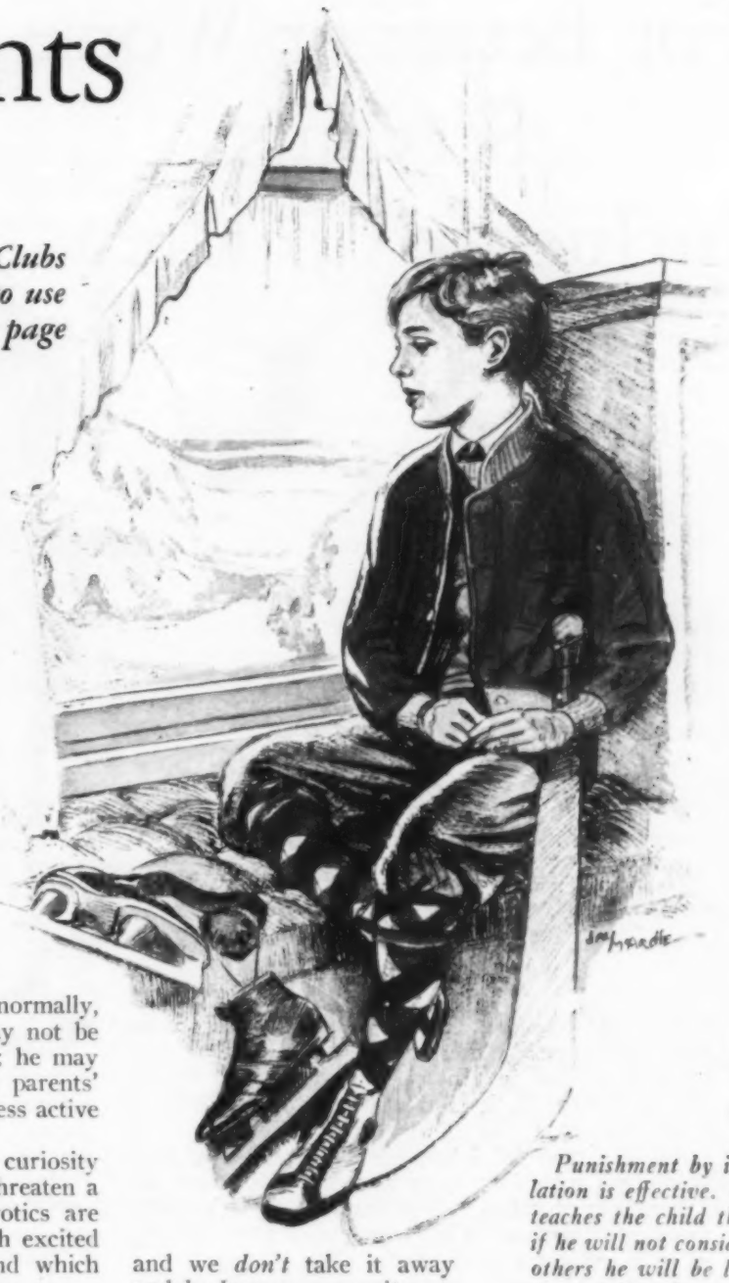
Illustrations by Jay McArdle

Never frighten a child. Many of the failures in life may be traced to the lasting injurious effects of childhood fears

Punishments

Child Training

Parent-Teacher Associations, Mothers' Clubs and Child Study Groups are invited to use this article and the outline for study on page 52 at their next meeting



Punishment by isolation is effective. It teaches the child that if he will not consider others he will be left to play alone

the child is sick and needs to take it?

Never threaten to call the doctor or policeman as a disciplinary measure. The child should look on these two functionaries as friendly guides, not as vehicles of castigation.

Don't scare a child.

Don't tell him someone will chop off his thumb if he sucks it. Don't tell him the bogy-man or rag man or any other sort of real or fancied terror will get him if he doesn't watch out. Never threaten to go away and leave him.

A fear-ridden personality is doomed to bafflement and failure. Don't make your child afraid. Daily, children are brought to psychiatrists, suffering from a fear or guilt born of parents' threats.

Shutting a child in a dark closet may engender a lifelong terror of the dark. Threatening to go away from a child can make him neurotic, restless, irritable. He may wake up with night terrors, afraid his parents have left him; he may refuse to stay alone, to play normally, to let his parents out of sight. The child may not be able to put into words what is troubling him; he may even not be clearly conscious of it—but the parents' threat and his own inchoate fear are none the less active and potent.

Especially in the matter of sex habits and curiosity is it dangerous for the parent to frighten or threaten a child. We know now that many adult neurotics are suffering from feelings of guilt and fear which excited parents implanted in their youthful minds and which continue to live in more or less repressed form.

Because this matter is so important it ought to be said right here that no dominant urge or instinct, no deep-seated fault or tendency can be corrected or eliminated by punishment. If, for example, a child has a tremendous urge to be cruel, punishment will not stop him. The cause of the behavior must be understood and the energy guided away from cruelty into happier channels. It is the same with any other driving urge in his nature.

Closely allied to this is: *Don't resort to cruel or excessive punishments.* And remember that what may not seem cruel to us may seem cruel to a child. We must look at it from the child's point of view.

Humiliating a child before his playmates, ridiculing him in public or private, searing his spirit with mockery and sarcasm may be as cruel as beating him. Its effect may be more devastating.

Don't nag and lecture. It makes a child either callous or peevish. When you do give a rebuke—and make them rare—let it be sharp and to the point.

Don't use idle threats. How many of us say "If you don't eat that, I'll take it away." The child doesn't eat and we *don't* take it away and *he knows we won't.*

Such broken promises teach a child he can disregard our word with impunity, or at least he can afford to take a chance. Children forget the connection between the misdeed and the crime if the punishment is delayed too long.

Five-year-old Mary throws the cat down a flight of stairs at 9:30 a. m. "Wait till Father comes home," Mother shrieks from the washtubs.

All day, thereafter, Mary plays, happy, busy, good. At six-thirty, Father comes home and starts to punish. What's it all about? The cat? Oh, but that happened so long ago. Ages ago! And to a child with a normally poor and immature time sense, it is ages ago.

Older children suffer for a different reason. The postponed punishment hangs over their heads like a threatening sword of Damocles. It becomes magnified out of all proportion.

Punishment, when it is given, should be fairly prompt. That does not mean that the parent must hurry up and punish at all costs. If he does not (*Turn to page* 48)

For Better or Worse— Servants Influence Children

By
RUTH SAPIN

Illustration by
Louise Claster Rumely

Whether you employ servants who live in your household, part-time workers or, perhaps, a mother's helper they affect and are affected by your children. This author brings up points often overlooked and yet of the utmost importance if a satisfactory relationship is to be achieved between your family and its helpers

IN the reminiscences and autobiographies of many famous European writers, particularly those as close to our own time as Anatole France, Marcel Proust and Selma Lagerlöff, it is interesting to note what a large part servants played in their childhood. Here were servants who filled the fascinated ears of their young charges with folk songs and folk tales, servants who, though uneducated, nevertheless by their industry and practical experience of life contributed a firm, strong thread to the tapestry of the artist's background.

In our day of small apartments and highly-concentrated living it is difficult to visualize such delightful household retainers as these. Yet in a large proportion of homes some help is required. There may be the maid-of-all-work who lives in, the part-time or by-the-day helper who lives out, the mother's helper, the housekeeper or nurse.

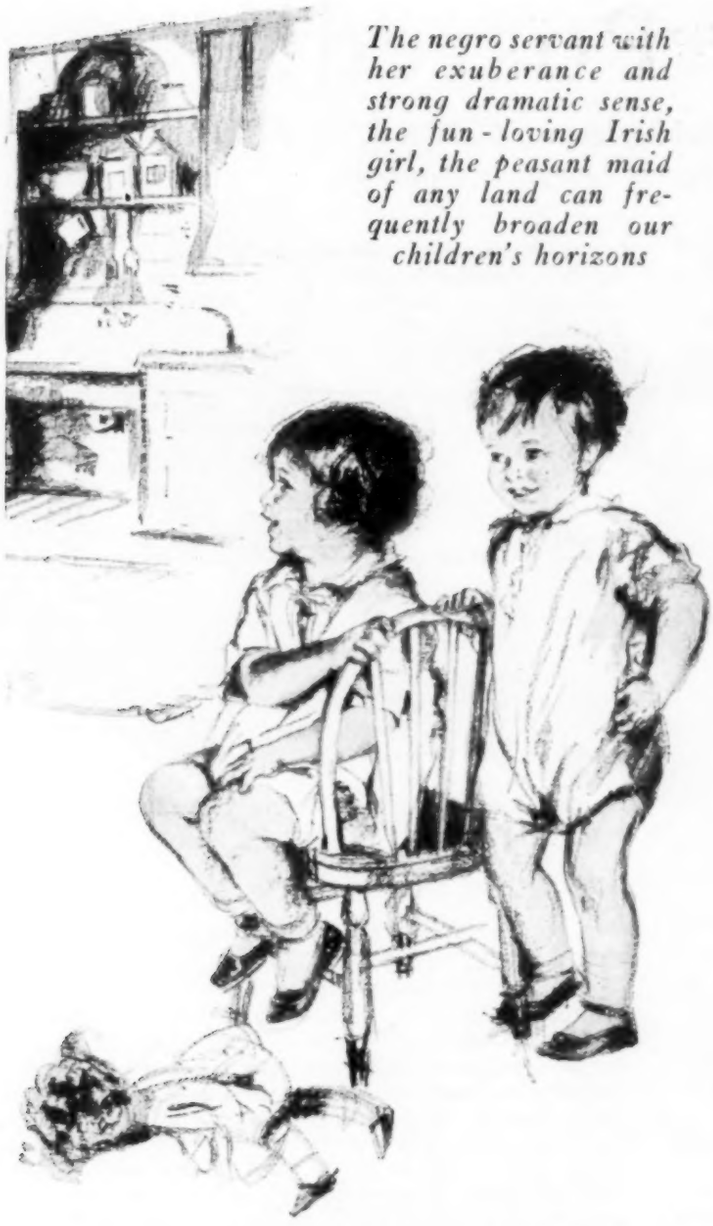
When adolescent boys and girls take advantage of servants they often run afoul of people less patient with their growing pains than either parents or teachers. Father may sympathize with Tom or Susan late to a meal after an exciting class meeting or the celebration following a football game. Mother may be lenient toward Dick, who wants to lie in bed reading on holiday mornings, but a harassed maid eager to get through her day's work has little patience with such "doings." The wisest adjustment in such cases is to let the late riser or the late diner do his own chores. Almost unfailingly the child's record for promptness materially improves.

I once knew a maid who had worked for some years in a family where there were two daughters and a son of high-school age. One rainy Sunday at the beach she refused to get the noonday meal because the young people and three of their companions had kept the electric piano going all the morning. She said the jazz made her dizzy. It had made an entire neighborhood of summer colonists dizzy, yet it was not discontinued until the maid struck!

There are certain problems that arise in the relationship of the modern child and the modern helper. These problems fall into two classes—those which involve the harmonious, day-by-day relations of child and servant or helper, and those more complex questions of the helper's influence upon the child.

IN the case of small children, friction with the maid frequently results from disorder—toys and clothes left around, floors tracked up, food spilled about. With older children difficulties often occur over lack of punctuality—late rising and tardiness at meals on the part of the children—and over the annoyances that result when high-spirited but thoughtless school cronies get together.

Most of these problems can be adjusted by the alert parent. Anyone who has seen kindergarten youngsters "pick up" their classrooms after they have been playing or eating knows that even the tiniest children can be taught neatness if there are waste-baskets, brooms and dust-pans, boxes and cupboards for toys, and hooks for clothes easily accessible. I know one tidy home where roller skates, hockey sticks, muddy arctics—all the paraphernalia that is the bane of the existence of orderly



The negro servant with her exuberance and strong dramatic sense, the fun-loving Irish girl, the peasant maid of any land can frequently broaden our children's horizons

mother or maid—are left on specially-provided shelves at the cellar door and never invade the upper floors of the house at all.

I once came into my kitchen and found my maid and my son of eight having words because he insisted on filling three dirty tin boxes with water at the sink. On inquiry I discovered that he intended to freeze three blocks of ice in the tin boxes since the night, with the thermometer at nearly zero, was "just right." I gave him a flashlight and sent him out to the garden hydrant. The maid was pacified that night and most appreciative the next day when he showed her three nearly perfect cakes of ice that resulted from his messy but arduous labors.

One of the important factors in the excellent domestic service one finds abroad, particularly in England, is, I have always thought, the tradition of courtesy between employer and employee. Children can be imbued early with the idea that courtesy is due all who contribute to their well-being, from black Juliet, who comes in by the day to wash the clothes and do a bit of cleaning to Nana, the capable nurse who is summoned when mother is ill or goes off on a trip. The cheery "good morning," the "good night—see you in the morning," which is the formula of one little boy I know, the understanding that the maid's room is her "home" and must not be entered without knocking, are all little politenesses which go far to atone to the household helper for the heedlessness of which almost every child sometimes is guilty.

SO much for the relationship between the servant and the child in the routine of every day. But there remains the more complex problem of the influence of the maid or other assistants upon the child. Whether the helper enters the home for part-time or full-time work, that influence is often as great as that of a teacher in the school. Yet even if one had the means to pay a fabulous price, there is no given rule for securing a paragon. I have seen well-recommended nurses who were weak, supercilious creatures, bound to exert a pernicious influence on their young charges, and I have seen an almost illiterate woman make an unusual housekeeper in the home of three motherless children.

Women with servants frequently go about looking for unswept corners and chipped china and completely overlook the harm that can be done their human possessions. Unless the parent, no matter how busy, is aware of the notions that are being given the very receptive small boy or daughter, trouble often results. A negro laundress came into my home for just one day and in the course of a playful conversation with my three-year-old son told him that "the dentist man always pulled out all your teeth and hurt you something terrible"—an ignorant statement, which made our first trip to the dentist for a simple matter of teeth cleaning decidedly difficult.

SOMETIMES, it is true, parents exaggerate the harm that can be done by the maid's seeming control over the child. A friend of mine was once much concerned because her seven-year-old son was more interested in the notion of God he received from their very religious Austrian maid than in the more abstract being of whom she tried to tell him. On thinking the matter over, however, she realized that at seven the boy demanded a God he could understand—a God of might, a God of rewards and punishments, a God engaged in an everlasting fight with the devil. That he was not lastingly influenced by the maid's teaching is evinced by the fact that now at eleven, with a dawning conception of tolerance and justice, he is beginning to grope for new concepts of God.

I know a professional woman who must be often away from home and who, though she has always kept a maid, is now doing without one, to the detriment of her work, because she feels she cannot trust her high-spirited son alone with a young woman servant. One can sympathize with her fears; yet the home, servantless or not, which seeks to safeguard the adolescent boy from danger by removing it from his path instead of giving him wholesome interests and wholesome outlets for his emotion is failing to train him in self-control and does not develop his stamina.

A constant supervision of the maid who is much with the children, a constant awareness of what is going on in her home is incumbent upon the woman who is seeking to handle the problem of the child and the servant. This does not mean that the mother's presence is perpetually required. Children (*Turn to page* 42)

Keep Posted!

News of the Better Parenthood Movement, Child Welfare, Education and Other Matters of Interest to Parents

Mother's Milk for Babies

EVERY baby needs mother's milk. But what of the babies who run the risk of being cheated of this best food? In Boston the Boston Wet Nurse Directory has come to their rescue with human milk obtained from mothers through carefully regulated methods. The demand for such milk is steadily increasing and the supply for 1927—almost 174,000 ounces—was nearly twice as much as was collected the year before. Doctors and nurses declare that many babies owe their health, if not their lives, to this service. Other communities please take note.

Children Under the Microscope

ANOTHER experimental and demonstration laboratory is now available for the study of child development. The Washington Child Research Center in Washington, D. C., furnishes an opportunity to observe and test theories in its nursery school, enrolling twenty-five normal children and its consultation problem group, which studies individual cases of the malajusted child.

Wanted: Better Eyesight

IT is important that parents should have their children's eyes examined with greater care than is being given to them, says the United States Public Health Service.

Of nearly 2,000 white children thoroughly examined by an eye specialist only 3.4 per cent were found to be free from refractive errors. The defects found included many slight errors not needing correction, but 45 per cent of the children examined were reported to be in need of glasses for school work. A large number of cases of farsightedness were discovered. Since this defect is not always revealed by the simple Snellen chart tests, the Public Health Service calls attention to the importance of giving the more thorough examination with "drops" in the eye.

No Blindfold Test

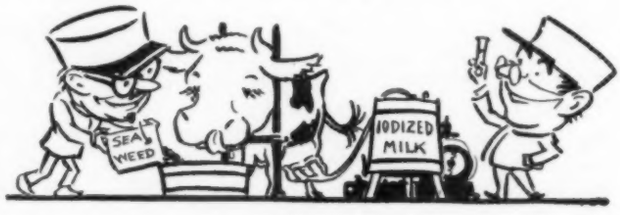
A BLINDFOLD test would be a more efficient way of choosing boys and girls who are fitted to go to college than is the present system of college entrance examinations, according to a prominent educator. A new and better way of selecting young people who can qualify for college has been worked out by the Education Records Bureau of New York City established by a few progressive schools. This bureau keeps a record of a pupil's physical condition, his mental progress, his psychological tests and his achievements, from the day he enters kindergarten to the time he finishes high school. If a committee on admissions wishes to know a candidate's qualifications for entering college it can find out all about him from this bureau.

A Clinic on Wheels

HOW shall we deal with the problem child, the child who is the trouble maker, the delinquent, the "bad" boy or girl of the community? Today intelligent men and women are saying, "Punishment is not the solution. What we must do is to find out the reasons, causes, the factors that create delinquency. We must tackle it at its beginning, if we are to do what is best for the problem child and for society." An interesting and practical attempt to deal with delinquency in the light of modern knowledge is the opening of a new traveling mental-hygiene clinic in Virginia.

The Very Little Theater

THAT The Very Little Theater is a success is proved by the Children's Theater of Tulsa, which was instituted September, 1926, as a gift of the University of Tulsa, Oklahoma, to the children of that city. Its initial enrollment was four hundred boys and girls. Saturday morning from ten to noon is its time of study and rehearsal, and finished productions are given on Saturday evenings at 7:30 in the University Auditorium. These, always played before filled houses, have included since the start, all the famous classics of childhood such as Little Red Riding Hood, Cinderella, Sleeping Beauty, The Three Bears, Alice in Wonderland, and modern things such as Wilde's The Dyspeptic Ogre.



Seaweed for Cows

MRS. RUTH HANNA McCORMICK, Republican Congresswoman-at-large, has turned over to science her Holstein herd, one of the finest in the Midwest, to be used as laboratory material in the search for a preventive cure for common goiter. The experiments are conducted under the direction of Prof. George W. Cavanaugh, head of the department of chemistry at Cornell University. By feeding powdered seaweed to the cows the scientists have produced milk with an iodine content sufficient to serve as a preventive and possibly as a cure for goiter, Prof. Cavanaugh announces.

How to Live Happily on Your Income

© Underwood & Underwood

Financial frankness between husband and wife is one of the prime requisites of a happy marriage. Children should be admitted to the family councils, in order that they may come to understand the financial basis and aims of the family

By CHASE GOING WOODHOUSE
United States Department of Home Economics

AN old saying has it that money is the root of all evil and there is no doubt that it plays a goodly part in our troubles. A rational approach to the financial affairs of the family, while far from being a guarantee of family unity, is an important factor making for it.

But what is a rational approach to the financial affairs of the family? How can such an approach help to develop what we all want, family serenity? The basis of such an approach is, of course, that of a business organization, planned spending. Now the analogy between the home and a business corporation cannot be carried too far, but within limits it is one of which we ought to be more conscious.

No business firm would consider trying to run its several departments without a budget. Where would the general manager be if, instead of operating according to a carefully worked out plan for the coming year, the various workers were running to him every day asking for money for machinery, for paper, for stamps, for office equipment; if, instead of having careful records, he went on ordering and did not know what each department was getting until the bills came in at the end of the month? Chaos, not only in money matters but in the relations between the workers, would result. However, that is still the system in too many homes. Of course we all make plans, think what we will do with our money. But what an advantage if the plan is carefully worked out and then a record of expenditures kept for a time to see how well the plan is working. And remember, a record of expenditures is not a balanced account-book. Primarily it is a list of all articles and services purchased, kept in such a way that it may be gone over readily and the various groups of items carefully studied.

Planning expenditures or budgeting is not a matter of deciding to spend twenty per cent for rent and to put by ten per cent for savings, as the old forms would suggest. It is a matter of deciding what is our aim in life, where we are trying to get, what we most want for ourselves and for our children. The budget is merely a tool to enable us to come somewhat nearer the goal than we might without it.

The ultimate foundation of a family budget is financial frankness between husband and wife. If the family is really to have a spending plan, at least these two must know all the facts about income and outgo. Among those living at the margin this is the usual situation. The average wage-earner turns over his pay envelope to his wife each week and receives back what they consider a fair share for his personal expenditures. Both know fully the financial situation of the family. However, as we go up the social ladder, this becomes less typical. It is by no means unusual to run across a woman in the middle and higher income groups who honestly does not know her husband's income. This is true even where the man is on a salary. In the case of the very rich

(*Turn to page* 43)

A Guide to Wise Spending

Reduce expenditures in one field if you wish to increase them in another

Don't try to keep up with the Joneses

Be brave enough to break with tradition if your income necessitates it

Develop a philosophy which will help you to be satisfied with simple living

"Now This Is What I'd Do—"

Prize Winning Answers to a Difficult Parental Problem

THE suggested solutions to Ann's problem stated at the right prove one important point, namely, that *there is never one solution and one only for any given problem.* This fact is especially clear in the case of night terrors because such distressing symptoms are seldom simple in cause or in remedy.

In general we may summarize the outstanding and helpful points made in the letters received in answer to the problem of Ann somewhat as follows:

Most correspondents have recognized the necessity for establishing a quiet routine, avoiding great fatigue and over-stimulation. Many have emphasized the importance of attention to light bed covering, comfortable night clothes, fresh air, relief from bladder irritation, and easily digested diet, especially at suppertime. Nearly all appear to realize that Ann is not able to solve the problem by herself and that her re-education must be systematically and sympathetically planned.

Suggested solutions of Ann's difficulty were along the following lines:

(a) Examine Ann's environment to discover some source of fear. (b) Try to find out what may have happened shortly before the night terrors developed. (c) Play games or in some way make happy use of darkness. (d) Make Ann realize that her parents are always ready to come to her assistance. (e) Give her a small light or flashlight so that she can reassure herself upon awakening. (f) See that she becomes thoroughly awake, go with her to the toilet, and put her back into bed.

We regret that we have space for only two of the prize-winning letters this month. The third prize was awarded to Mrs. Victor Jones, Berkeley, California; and letters from Mrs. Peter Zurfluh, of Ridgway, Tennessee, and Mrs. Mary F. Hart, Logansport, Indiana, were awarded honorable mention.

The following letters, neither of which is presented as the complete solution to this complicated problem, have been awarded prizes:

First Prize

THE first thing that Ann's parents should do is to see that the physical conditions for sound, untroubled sleep are met. Her bed should be comfortable, her bedding light but warm, her room quiet, cool, and well ventilated.

Ann should not be allowed to become overtired during the day and when she retires, she should do so quietly, without undue excitement, and in a happy state of mind. Any overtired or overexcited child is a ready subject for all sorts of unpleasant psychological and emotional experiences.

The next step is to see that nothing is frightening Ann. Has she books with pictures of ugly giants? Does the maid warn her of "the bogy-man" who lurks in the dark? Are murders, accidents, and other horrors discussed in her hearing? Is God held up as a terrible being who "doesn't like naughty little girls"? Any such ideas implanted in a small child's mind can produce a serious crop of bad dreams and other unhappy associations.

If something of this nature is at the root of Ann's restlessness and fear, the effort must be made to eradicate it. A sympathetic and tactful person can lead the thoughts of a child from ugly giants to some lovely, happy thing. The distorted idea of a "policeman God" can and should give place to the idea of God as a loving, heavenly Father. Similarly, other unfortunate ideas can be displaced by constructive ones. Above all, the sources of fearsome suggestions must go.

Finally, what if Ann does want the light? Its cost is a small price to pay for her peace of mind. When her mental difficulties disappear, she will probably sleep soundly throughout the night and not care whether she has a light or not. — *Roscoe Mott Giles, Altamont, New York.*

Second Prize

ON the face of the matter it might seem that Ann is in need of discipline; that her parents should allow her to "cry it out," rather than turn on the light and take her into bed with them. However, the fact that she seems greatly disturbed instead of becoming quiet as soon as she has her own way indicates that there is some underlying nervousness that even a thorough physical examination might not reveal.

Even though she gets the right kind of food, she may eat too much at the supper table, or not enough to satisfy her until morning. She should have a light, but nourishing evening meal, and should not be allowed a drink between then and bedtime. Her nightgown should fit loosely, her bedclothing should be light but sufficient, and her bedroom well ventilated, but not cold.

Her waking hours should be carefully supervised in order that she is neither physically nor emotionally overstimulated. Bedtime stories and even the ordinary family conversation are often sources of mental disturbance to a sensitive child.

Ann, no doubt, goes to bed expecting that she will awaken in the terrifying, empty dark. I would place on her bedside table a tiny shaded lamp, and tell her that if she awakens she will have the light and her dolly for company. After she is asleep, light the lamp, and leave it burning. Should she awaken, insist that she stay in her own bed. If the causes of her nervousness have been removed, the suggestion that she will have a pleasant awakening will do much to overcome the habit of starting up in fright.— *Mrs. A. O. Hukle, Runnells, Iowa.*

The November Problem

Five-year-old Ann has been in the habit of wakening in the night and crying out. This has been occurring several times a week for the past two months. Her parents, thinking that she must be having bad dreams, usually take her into their own bed to soothe her, but she continues to cry until the light is turned on, and appears to be greatly disturbed for a long time after wakening. Her diet has been analyzed and declared good, and she has been examined by several physicians, who declare that she has no physical handicap.

What Would You Do? A New Problem

John, who is fourteen, saved his paper-route earnings and bought an old Ford car. His father and mother urged him to sell the car because he could not obtain a driver's license until he was sixteen. John insisted that he be allowed to assume full responsibility for driving, since he had bought the car with his own money, and since he already has managed to learn how to drive. He promised to drive only when accompanied by an older and a licensed driver if permitted to keep the car.

$30 in Prizes for the Best Answers

CHILDREN, *The Magazine for Parents*, offers a first prize of $15.00, a second prize of $10.00, and a third prize of $5.00 for the best answers to this difficult parental problem. They should explain the reasons for the recommended action. The answers should be not more than 300 words in length, and should be submitted to the Contest Editor of CHILDREN, *The Magazine for Parents*, 353 Fourth Ave., New York, N. Y., by Jan. 20, 1929. A committee of the Board of Editors will serve as the judges. If, in their opinion, two or more answers are of equal merit, duplicate prizes will be awarded. Contest manuscripts cannot be returned. The prize-winning answers will be published in an early issue.

223 Hospitals warn:

"Harsh toilet paper may cause serious trouble"

How important, then, for you to choose always these softer, more absorbent tissues for the home

Bathroom Paper Dangerous? Perhaps you have never thought of it that way.

Yet 580 physicians and 223 hospitals throughout the country, when recently questioned, agreed: "Harsh or impure toilet paper is unsafe and may cause serious trouble."

Many toilet tissues sold to housewives today are glazed. Sharp-edged. They are especially dangerous for children and elderly people to use.

Some are even chemically injurious—made from impure waste materials.

For toilet tissue to be safe, medical authorities say it must have three qualities: *Complete absorbency, special softness* and *chemical purity.*

With children especially, proper tissues are important. That's why careful mothers are choosing these soft, linen-like bathroom papers.

These Scott-Processed Tissues satisfy Medical Standards

Obviously, you cannot make laboratory tests yourself to determine the safety of your bathroom paper. But you can buy today two tissues scientists have tested and physicians have approved—ScotTissue and Waldorf.

Scott tissues are extremely absorbent. You can prove this by dropping a sheet in water. It sinks almost immediately. Ordinary toilet paper floats for several minutes.

Crumpled in the hand Scott tissues feel as soft and bland as old linen. Yet they are firm in texture and possess unusual tensile strength.

Only the finest materials—fresh and new—go into ScotTissue and Waldorf. They are always chemically safe—neither alkaline nor acid.

The sheets tear in perfect squares. Even a small child finds them easy to use.

There is no need to take chances today. Always ask for ScotTissue or Waldorf. Scott Paper Company, Chester, Pa.

3 *for* 20¢

2 *for* 25¢

Easy to buy. Easy to order. Just ask for "ScotTissue" or "Waldorf."

These prices for United States only. Fit the standard built in fixtures

Famous specialist tells why coarse tissues are dangerous

The famous intestinal specialist, Dr. J. F. Montague *of the Bellevue Hospital Medical College Clinic, says in his recent book,* Troubles We Don't Talk About (*Lippincott*)*:*

"It is not generally realized how important the matter of proper cleansing material is in the matter of personal hygiene, yet the fact remains that by the use of too coarse a tissue, much harm may be done . . . the slightest irritation will, in the presence of germs, be liable to be followed by infection.

"We can, at least, adopt for such use a tissue, such as ScotTissue, which is soft and free from alkali bleaching material. By its gentle use we can accomplish cleansing without damage to the skin, and in this manner maintain local hygiene."

Copyright, 1928, by Scott Paper Company

Do Your Spring Sewing Early

By Crete Hutchinson
Fashion Editor, McCall Company

5529—Girl's Dress, two-piece effect, pleated skirt, sizes 4 to 14 yrs.
5540—Misses' and Juniors' Dress, sizes 12 to 20 yrs.
5543—Child's Dress with Bloomers, special smocking pattern included, sizes 2 to 8 yrs.
5549—Child's Dress with French panties, sizes 1 to 6 yrs.
5522—Girls' Blazer or Jacket, sizes 4 to 14 yrs.
5232—Girls' Suspender Dress, sizes 4 to 14 yrs.
5555—Girls' Dress, sizes 6 to 14 yrs.
5205—Infants' Layette, size infant.
5024—Boys' Three-piece Suit, sizes 4 to 10 yrs.
5550—Misses' and Juniors' Two-piece Dress with zipper fasteners, sizes 12 to 20 yrs.

Back views are shown on page 34.

JANUARY is the month of white sales for the early spring showing of gay cottons and the newest light-weight woolens. It is the time to make your children's clothes for spring and early summer.

For spring wear with the light-weight coat, or no coat at all, the sheer woolens and thin flannels are an insurance against colds. The straight frock with a long blouse and pleated skirt is a style suitable to such fabrics. Chambray, gingham, pique, cotton gabardine and linen are excellent materials too. Use pattern No. 5529.

(*Turn to page* 34)

McCall Printed Patterns may be obtained from leading stores throughout the country and from CHILDREN, ***The Magazine for Parents, 353 Fourth Avenue, New York City, at prices given on page 43.***

No more coaxing.....with these new ways of handling children

Gladys Huntington Bevans, famous authority on the problems of childhood. Writer for the Chicago Tribune and syndicated papers

"Mothers are discovering that there are simple ways to make children want *to do a particular thing. Then the thing almost does itself," says Gladys Huntington Bevans*

LITTLE scamps! Just when you think you've solved the problem of bringing them up—out they burst in some new direction! Today there are new ways of handling children. Ways that are full of fun but scientific, too.

"Grown-ups know that when they *want* to do something it's easier for them," says Gladys Huntington Bevans, nationally known authority on child training. "Now mothers are discovering that there are simple ways to make children *want* to do a particular thing. Then the thing almost does itself."

That matter of correct breakfast habits, for instance. Mothers know that nation-wide school tests show that the child who tackles his lessons after a *hot, cooked* cereal breakfast has a head start on the child who goes to school without it. That is why this rule hangs on the walls of over 70,000 school rooms:

"Every boy and girl needs a hot *cereal breakfast"*

Conscious of how important hot cereal is, parents make the often fatal mistake of saying, "Now you *must* eat your Cream of Wheat. It's good for you."

Then it's all off, nine cases out of ten. The youngster pushes his bowl aside and answers, "I don't want to eat Cream of Wheat," or "I don't want breakfast if I have to eat oatmeal," or whatever the cereal may be. That "must" has spoiled everything.

Child psychologists have realized that mothers need help. So an ingenious plan has been devised. When it is used, children delight their parents by wanting *hot, cooked* cereal every morning.

This plan is a club for children—called the H. C. B. Everything is free—mailed direct to the child. Badges, big colored wall charts, gold stars, and—most irresistible of all—a secret meaning for members!

Breakfast turned into play! At first, eating Cream of Wheat is a game. Then it becomes a habit.

If you haven't already a young H. C. B. member at your home, just mail the coupon now.

Cream of Wheat Company, Minneapolis, Minn. In Canada made by Cream of Wheat Company, Winnipeg. English address, Fassett & Johnson, Ltd., 86 Clerkenwell Road, London.

Considered ideal by child specialists

For 32 years specialists have recommended Cream of Wheat as an ideal *hot, cooked* cereal for growing children.

1. Because it is so rich in both mental and physical energy. It is all real food.
2. Because Cream of Wheat is astonishingly easy to digest. It contains none of the harsh, indigestible parts of the grain.
3. Because it is so easy to vary its creamy goodness by adding raisins, dates or prunes while cooking.

Safeguard your children by giving them Cream of Wheat regularly

FREE—*mothers say this plan works wonders*

© 1929, C. of W. Co.

A PLAN that arouses your children's interest in *hot, cooked* cereal breakfast and makes them want to eat it regularly. A youngster's club with badges and a secret for members, with gold stars and colored wall charts. A plan that children work out for themselves. All material free—sent direct to your children together with a letter addressed to them personally and a sample box of Cream of Wheat (if desired). Just mail coupon to Dept. W-14, Cream of Wheat Co., Minneapolis, Minn.

CREAM OF WHEAT COMPANY — DEPT. W-14
MINNEAPOLIS — MINNESOTA

Gentlemen: Please send my child the free material for the H. C. B. Club as described above.

Child's name.....
First name *Last name*

Street..... *City*..... *State*.....

To get sample Cream of Wheat, check here.....

Motion Pictures *for* Children

Even a circus child must have her hair combed. Dawn O'Day and Farrell MacDonald in "Four Devils."

Reviewed by

PROFESSOR WALTER B. PITKIN

Psychologist and Critical Student of Motion Pictures

Pictures Previously Reviewed

Pictures Suitable for Children

A Certain Young Man *
A Night of Mystery
Abie's Irish Rose
Beau Sabreur *
Chang
Don't Marry
Drums of Love
Excess Baggage
Four Sons *
Freckles
Hangman's House
Harold Teen
Hold 'Em, Yale
Laugh, Clown, Laugh
Les Miserables *
Love *
My Best Girl
Old Ironsides *
O Ships
Quality Street
Ramona
Red Hair
Sawdust Paradise
Seventh Heaven *
Shepherd of the Hills *
Simba
Speedy
Steamboat Bill, Jr.
Street Angel
Tartuffe *
Tell It to Sweeney
The Actress
The Air Circus
The Cameraman
The Circus
The Cossacks *
The Enemy
The Gaucho
The Hawk's Nest
The High School Hero
The Mysterious Lady *
The Racket *
The Smart Set
The Student Prince *
The Trail of '98
The Whip
Two Arabian Knights *
Two Flaming Youths
Two Lovers
Uncle Tom's Cabin
Very Confidential
West Point

* For adolescents, not for young children.

Pictures of Doubtful Value for Children

A Woman's Way
Across to Singapore
Crooks Can't Win
Mother Machree
Opening Night
Sadie Thompson
Sunrise
The Fleet's In
The Last Command
The Patriot
The Strange Case of Captain Ramper

Pictures Unsuitable for Children

Baby Mine
Bringing Up Father
Chicago
Chicago After Midnight
Dog Justice
Forgotten Faces
Get Your Man
Just Married
Ladies of the Mob
Lilac Time
London After Midnight
Mother Knows Best
Partners in Crime
Rose Marie
The Divine Woman
The Legion of the Condemned
The Lovelorn
The Loves of a Great Actress
The Man Who Laughs
The Noose
The Patent Leather Kid
The Valley of the Giants
The Wind
The Perfect Crime
We Americans
Wickedness Preferred
Wings
Youth Astray

WE have frequently been reproached by anxious parents for having approved, occasionally, a picture showing considerably more than a chemical trace of *libido*. And we have been soundly berated by other anxious parents for having placed on our *Index Expurgatorius* a picture which fairly spatters warm red blood all over the audience. It's almost as hard to please parents as it is children. As our European representative, Mr. Freud, has so well said, this indicates that parents are only grown-up children. So let us utter a few A-B-C's on the subject of children's likes and dislikes.

Investigators at Teachers College, Columbia University, recently studied the movie reactions of children between ten and seventeen years of age. They find none of these little dears showed any interest in such exquisitely artistic educational pictures as MOANA, CHANG, and GRASS. (Isn't this enough to make Channing Pollock leap off Brooklyn Bridge with a low moan?) Sixth-grade pupils think that Charlie Chaplin's GOLD RUSH is the best picture they have ever seen. But all the older students detest it. (Yah-yah! I told you so on page 38 in the issue of March, 1927. Yah-yah.) Only two or three high-school girls out of every hundred are interested in love themes. (Or are they perfect little liars?) Sixth-grade children cannot get enough of cowboys in wild pursuit over hill and dale hanging on to a wild bull's tail. But now comes the most painful fact of all. *The great majority of children cannot remember anything about the pictures they have seen half an hour after they are out of the show.*

We are left with a painful problem. If the movies make such a faint impression upon otherwise susceptible young things, what is the use of our saying a kind word for the splendid health-education films which Professor C. E. Turner, of the Department of Biology and Public Health, Massachusetts Institute of Technology, is now preparing in co-operation with the Eastman Teaching Films? We refuse to be deeply pained by this. Educational films should teach and not entertain. Their value will depend upon the teacher and the skill with which the film director links photographs with the course. One of the chief reasons why the ordinary run of of commercial pictures makes such a shallow and fleeting impression on children is that they link up with nothing.

THE WEDDING MARCH (*United Artists*) A cardboard performance if ever there was one. "The Wedding March" is reminiscent of "The Student Prince," and not so good. Our heroine is forced to choose between a husband who will most certainly beat her and a spouse who will quite obviously deceive her. And even in Vienna, that is a dull quandary.

SHOW PEOPLE (*Metro-Goldwyn-Mayer*) Take all the children and go yourself to this witty comedy and satire on Hollywood life. King Vidor has dragged Marion Davies from mediocre screen business and reviewers from deep sloughs of despond, and with the help of such comparatively obscure extras as a Mr. Fairbanks, a man by the name of Chaplin, and one Lew Cody, has directed a grand picture. For these last named we predict big things. And as Professional Prophet for Parents, we announce that every citizen ninety-six years of age or under will be tempted to see SHOW PEOPLE twice.

THE TERROR (*Warner Brothers*) The story of a crazy murderer going around miscellaneously slaying people. If your child plans to go into the butcher business, he won't need to take a correspondence course in assassination if he sees this movie. And people can shriek and groan so nice and loud in these new sound pictures.

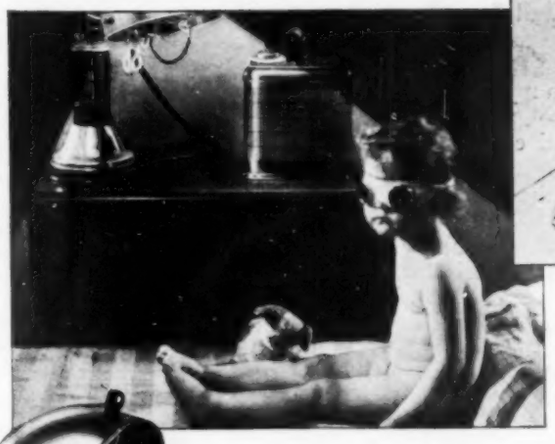
FOUR DEVILS (*Fox*) A circus picture, good for all children whose deepest thoughts turn to lions, tigers, burning hoops, and peanuts. Here is excellent acting and acrobating by a troupe of four youngsters. Grand trapeze stunts and red-hot ringside business! The producers introduce the brisk new theme of pathos with your fun, but there are enough thrillers to compensate for this. And besides, there's Janet Gaynor.

Now you can have

DEPENDABLE

Genuine Ultra Violet in your home!

Sunny days at the beach . . . they bring her brimming health and vigor. Now she can have these benefits every day at home.



In the years ahead of her . . . will she be strong, straight and lithe of limb? Help her to be so with the re-energizing body-building powers of ultra violet.

To make this lamp available to every family the New Budget Plan permits purchase out of income.

Bring health-giving summer sunshine to your children all winter . . . *with the New Home Model of the* HANOVIA QUARTZ LAMP

NEVER before has the *original* genuine Ultra Violet Ray Lamp been available for convenient home-use. It is offered now for the first time.

Let your children bask in this wholesome, invigorating flood of ultra violet as you would in purest sunshine. More dependable than the sun of our temperate climate, with its dark sunless Winter months, its cloudy Summer days, this genuine ultra violet brings energizing, bone-building elements to their little bodies . . . strengthens and vitalizes them with its health-giving powers.

The light that pours from Hanovia's jewel-like quartz burner brings to them and to you new health—new vigor.

The new Hanovia Home Model Alpine Sun Lamp is designed on the same principles as the famous Hanovia Alpine Sun Lamp used in more than 100,000 hospitals, institutions and physicians' offices throughout the world.

Use this amazing source of health wisely. *In case of actual illness—consult your physician. Any other course would be foolhardy.* Self-diagnosis and self-treatment are dangerous — with ultra violet rays or anything else.

Get the full particulars. Write for the booklet describing all the uses and benefits of the Home Model Alpine Sun Lamp. Send the coupon below.

The Hanovia Home Model is thoroughly practical and economical.

It uses less current than the ordinary house appliances, operating without attention, needing very little adjustment.

There is no danger from sparks, no excessive heat.

It does not sputter or give off fumes.

Except for the low cost of current consumption which is exceedingly low there are no other expenses.

Hanovia Chemical & Mfg. Co.,
Dept. B, Newark, N. J.
Gentlemen: Please send me without obligation your authoritative free booklet on tonic Alpine Sun Baths with full description and prices of the Home Model Lamp, including your new Budget Plan of purchase.

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Street_____

City_____ **State**_____

The *ALPINE SUN* LAMP

Feeding the Family

Mid-Winter Recipes and Menus

By RUTH WASHBURN JORDAN
Food Consultant

ARE you making New Year resolutions? The following appeal to us as worthy of adoption by every mother faced with the daily problem of feeding a family.

I will see that meals are attractive as well as nourishing and well-balanced.

I will serve meals at regular hours.

I will strive to inculcate good food habits in my family without indulging in unpleasantness or coercion.

I will help to make mealtime a social and enjoyable occasion for the whole family.

I will encourage good table manners on the part of my children, but without nagging.

I will carry on my task of providing three meals a day for my family, glad in the realization that by so doing I minister to their fundamental needs.

Farina Dumplings

2 scant cups farina — 1 tablespoon butter
4 scant cups of milk and water mixed
3 to 4 tablespoons flour — 1 teaspoon salt
A little grated nutmeg — 3 eggs

Put butter and milk and water in double boiler, when hot add farina, stirring constantly to keep it smooth. Cook it until thick. Then put it over flame and stir until it boils. Remove from stove and cool. This may be done in the morning. When ready to make dumplings add eggs well beaten, flour to hold together lightly and salt; a few gratings of nutmeg add greatly to the flavor. Drop by tablespoons into gently boiling salted water, and boil gently for five minutes. These are very light and nourishing. Serve the chicken fricassee in the middle of a large platter and make a border of the farina dumplings. Sprinkle whole dish with very finely-chopped parsley. *See Menu I.*

Boiled Salad Dressing

½ teaspoon salt — 1 level teaspoon sugar
¼ cup lemon juice — 1 cup milk or cream
1 egg beaten — 1½ tablespoons butter
1 tablespoon cornstarch

Mix all the dry ingredients, add beaten egg with milk, slowly stirring to keep smooth. Add lemon juice quickly, butter last, and cook in double boiler until it thickens. Stir gently until right consistency. Remove and pour into bowl. Some may like a little more sugar. This is a simple dressing which the children may eat. *See Menu II.*

Macaroni and Eggs En Casserole

1 package macaroni or noodles — ½ cup milk
5 eggs — ¼ teaspoon salt
1 tablespoon butter

Cook the macaroni or noodles in plenty of boiling salted water until tender. Two quarts of water to ½ lb. of macaroni is about right with two teaspoons of salt. Boil 20 to 25 minutes. Drain in colander and pour 1 to 2 cups of cold water through it. Butter a glass casserole and put macaroni or noodles in it. Beat eggs slightly, add milk and pour over contents of casserole. Mix lightly. Dot with butter and bake until slightly browned on top. This may be served from the casserole. *See Menu III.*

Cauliflower and Rice

Take a fine head of cauliflower with a rim of green around it. Soak in cold water for an hour and wash it clean. Cook in boiling salted water until tender, 20 to 30 minutes. (If a piece of stale roll is added to the water and cauliflower is cooked uncovered, there will be little odor.) Boil ½ cup of rice, taking care to have it flaky. Serve cauliflower on large platter with border of rice. Make a good cream sauce, add to it 1/3 cup grated cheese and 1 egg yolk beaten thoroughly and pour over cauliflower. Sprinkle rice with chopped parsley. *See Menu IV.*

Creamed Mock Sweetbreads

A few sprigs parsley — 3 fresh calves' brains
2 cups white sauce — 1 onion
Toast — 1 blade mace
2 teaspoons salt in water

Choose fresh brains, remove all the arteries. Soak in cold water three hours, changing water often. Drain and cook for thirty minutes in boiling salted water to which has been added the sliced onion, mace and parsley. Drain on cloth. Divide each lobe in 2 pieces. Have white sauce in double boiler, add brains. When heated through serve on toast. Garnish with parsley. *See Menu XIV.*

The Recipe-a-Month Club

Send us your favorite recipes—*those that are especially good for children.* Each month we will pay $5 for the best recipe, and $1 apiece for every other recipe accepted for use on this page. Address The Recipe-a-Month Club, CHILDREN, *The Magazine for Parents,* 353 Fourth Avenue, New York City.

This Month's Prize Winner

Pumpkin or Squash Custard

2 cups strained pumpkin or squash
3 eggs — 1 cup brown sugar
1 teaspoon cinnamon
2 cups milk — ½ teaspoon salt

Scald the milk. Beat eggs and to them add sugar, pumpkin or squash, spices, salt. Add scalded milk, mixing thoroughly, and strain into greased custard cups or baking dish. Set in pan of hot water and bake in a moderate oven until firm. Serve plain or with cream. In filling the custard cups for the grown-ups you may wish to have a little more flavoring, in which case add 1/3 teaspoon ginger and ⅛ teaspoon allspice and nutmeg. —*Mrs. G. M. K., Mill Valley, Calif.*

¶ *This recipe was selected because it is economical, easy to prepare and presents a vegetable in an attractive form.*

Kolkannon (An Old Irish Dish)

6 potatoes — ¼ small head of cabbage
2 onions — 1½ cups boiling water
3 small parsnips — 2 tablespoons butter
¼ cup hot milk — Salt to taste

Peel and slice potatoes, onions, parsnips and cabbage. Place in kettle in alternate layers and add boiling water. Cover tightly and cook until tender. Drain and mash to a cream. Add hot milk, butter and salt. Serve very hot. This dish is delicious served with broiled beef-steak. *See Menu VII.*

Lamb Soufflé

2 eggs — 2 cups minced lamb
1 teaspoon salt — ⅛ teaspoon celery salt
2 cups white sauce — ¼ teaspoon onion juice

Make white sauce, add meat and seasonings. Cook a few minutes, add beaten yolks, cook two minutes longer. Cool a little, fold in stiffly-beaten whites. Pour into buttered casserole and bake 20 minutes in quick oven. *See Menu V.*

Tchi (Russian Meat Soup)

1 small cabbage — 1½ lbs. beef flank
3 or 4 potatoes diced — Juice of one lemon
2 teaspoons salt

Soak cabbage in cold water and shred. Put cabbage in kettle with beef flank. Just cover with cold water, add salt and lemon juice and cook very slowly until tender, about 2½ hours. One-half hour before taking up, add diced potatoes. Cut meat in small pieces and serve in the soup. This is used as the meat dish for dinner and is very good. *See Menu XIII.* (*Turn to page* 32)

We Send Mothers

A 3-Day Supply of This Utterly New-Type Food-Drink From Switzerland to Try

Engelberg—One of the famous health resorts in Switzerland, source of important discoveries in child welfare

MOTHERS, USE COUPON BELOW

for 3-Day Supply of Delicious Food-Concentrate That Adds 8 Ounces to 1½ Pounds Weekly to Children's Weight—*and Combats Nervousness Remarkably*

"Watch child's weight weekly," say child scientists—increasing weight sure sign of bodily health.

Dear Mother:

An important new discovery for your child has been made in Switzerland. The nation universally credited, as you know, with the world's most important discoveries in child development.

Weight increases of 8 ounces to 1½ pounds weekly are not uncommon.

Nervousness, lassitude, irritability, lack of energy and appetite are often noticeably lessened in a few days.

The 3-day test offered here is made by a laboratory of outstanding importance in the scientific world. The endorsement of over 20,000 doctors and scores of the most important hospitals, throughout Europe and America, is back of it.

Please accept this test, today. It may make your child over this winter. Or it may not. But it is obviously well worth trying. Just use the coupon.

What It Is

It is a food-drink—not a medicine. A food-drink so utterly different from any other food-drink American children know—that they revel in its newness. You give it warm at meals or between meals. Marvelous, too, as a cold shake-up drink.

It's called Ovaltine. A scientific food-concentrate; discovered by a Swiss scientist of world note. And not to be confused with "malt" or "chocolate" preparations in this country that may look or taste like it.

Acts 2 Important Ways

It supplies, in highly concentrated form, practically all the food elements and vitamines that comprise a complete food; MINUS the "bulk" of most well-known nourishing foods. One cup has the energy and building power of 12 cups of beef extract or 3 eggs. It digests when practically no other food will. Digests even when digestion is impaired.

Converts Starches

Second, and above all things, it acts to convert the starches from other foods eaten into weight and energy. The starches from the oatmeal, cereals, bread, potatoes, etc., that comprise over half your child's normal diet.

These starches, when undigested fail in providing food-energy. They invite acidity and digestive disturbances leading to toxic conditions. Now, with Ovaltine, science meets this situation by digesting these starches.

Accept Test

Over 20,000 doctors are urging this discovery. Results have been proved over 30 years in the leading hospitals in Europe. Its use—chiefly on doctors' endorsement—has spread over 50 nations.

Send coupon. Note results yourself.

Druggists and grocers sell Ovaltine in 3 sizes for home use. But to let you try it we will send a 3-day introductory package for 10c to cover cost of packing and mailing. Just send in coupon with 10c.

"My Little Girl Gained 4 Pounds in 4 Weeks"

"I was advised to try Ovaltine for my little girl. The change was almost magical. She gained 4 pounds in 4 weeks and looks and acts like a different child."
—Mrs. R. E. F.

Mail for 3-Day Test Supply

THE WANDER COMPANY, Dept. D-3. 180 N. Michigan Ave., Chicago, Ill.

I enclose 10c to cover cost of packing and mailing. Send me your 3-day test package of Ovaltine.

Name.....
(Print name and address clearly)

Address.....

City.....State.....
(One package to a person)

OVALTINE

THE SWISS FOOD-DRINK

C

Vegetables
for baby

Specially Prepared
Strained and Ready-to-Serve

MOTHERS of young children welcome these new strained vegetable products. With *absolute safety* they meet the daily problem of baby's vegetable feedings. And they save the many tedious hours spent in cleaning, cooking, and straining vegetables with ordinary household equipment.

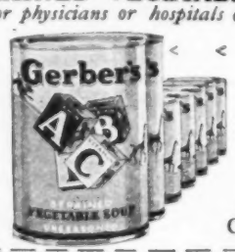
Rich in Vitamins
Approved by Leading Authorities

Sterilized at high temperature—steam pressure cooked and sealed—Gerber's Strained Vegetables retain most of the valuable mineral salts and vitamin elements lost in open vessel cooking. Tested and approved by leading Domestic Science Institutes and national pediatric authorities, Gerber's Strained Vegetables afford the variety required for a balanced feeding schedule. Soup, Spinach, Carrots, Peas and Prunes—a wholesome richness of tooth and bone and body building vitamins! The milk diet should be supplemented with the normal baby from six to eight months of age. Consult your physician for the best feeding schedule for your own baby's individual problem.

Special Introductory Offer

You yourself must try Gerber's Products to appreciate their tempting goodness. If your grocer cannot yet supply you (25¢ for the 10¼ Ounce can of Soup—15¢ for the 4½ Ounce can of Strained Vegetables)—send us today the attached special offer coupon. For your grocer's name and $1.00, we will send postpaid our introductory package—2 Soup—and 1 each Strained Spinach, Carrots, Prunes and Peas.

Gerber's
STRAINED VEGETABLES
Samples for physicians or hospitals on request.



A WEEK'S SUPPLY — SEND COUPON

Gerber Products Division, *Fremont Canning Co.*, Fremont, Mich.
Dept. . C-2 — Please send me
☐ Special Introductory Package ($1.00 Attached)
☐ Explanatory Leaflet

*Name*_____
*Address*_____
*City*_____ *State*_____
*My grocer is*_____

Feeding the Family

(*Continued from page 30*)

Individual Pot Roasts

3 lbs. cross-rib or top sirloin
3 tablespoons beef drippings
½ bay leaf
1 stalk celery
1½ teaspoons salt
2 tablespoons flour
Boiling water to cover

Remove fat from meat and cut into two-by-four-inch chunks. Put drippings into iron pot if you have one, and when hot, brown meat thoroughly. Remove meat, when brown, to another kettle, and just cover with boiling water. Add bay leaf and celery and boil gently one hour; then add salt and boil another hour until meat is very tender. Remove meat and thicken gravy with flour mixed smooth in a little cold water. Stir until it thickens and let it boil for five minutes. Serve pot roasts in center of a large platter with border of spaghetti. Serve with gravy. *See Menu XI.*

Cup Custards

1 quart milk scalded
3 Eggs
Nutmeg
3 tablespoons sugar
Pinch salt

Beat eggs with sugar, gradually add milk and salt. Blend thoroughly, pour into custard cups. This quantity will make eight. Add a few gratings of nutmeg on top of each cup. Put into pan of warm water and bake in oven, 240 to 325 degrees F., about 30 minutes. When tops puff up and are delicately browned they are done. *See Menu II.*

Recipes from Our Readers

Spinach with Noodles

2 cups cooked and chopped spinach
½ cup grated cheese
2 tablespoons butter
2 tablespoons flour
2 cups cooked egg noodles
1 cup milk
Salt

Place cooked noodles in buttered baking dish and cover with half the cheese. Over the cheese put the spinach.

Make a white sauce of milk, butter, flour, and salt; pour over the spinach, and sprinkle with remaining cheese. Bake in hot oven ten minutes.—*Mrs. M. C. L., Red Oak, Iowa.*

Carrot Cone Salad

Scrape crisp carrots. Run through the food chopper raw. Add a little salt to the carrot pulp. Press several spoonfuls of the pulp into your funnel. Invert the funnel on a bed of lettuce. An attractive bright yellow cone will result. Serve with salad dressing.

If desired, other suitable raw vegetables may be combined with carrots. A little celery ground in with the carrots is good.—*A. C. H., York, Pa.*

Vegetable Soup

1 bunch carrots
1 onion
1 bunch celery
3 Irish potatoes
1 can tomato soup

Dice vegetables; cook until tender, and just before serving add 1 can tomato soup and season.—*Mrs. L. L. R., Greenville, N. C. See Menu III.*

Dinner Menus *for the* Whole Family

Attractive to Adults, Nutritious for Children

I

Chicken Fricassee
Farina Dumplings
Chopped Buttered Spinach
Vanilla Ice Cream

II

Cream of Celery Soup
Roast Shoulder of Lamb
Browned Potatoes
Peas
Raw Carrot and Cabbage Salad with Boiled Dressing
Cup Custard with Cream

III

Vegetable Soup
Macaroni and Eggs en Casserole
Apple Sauce Cookies

IV

Broiled Steak
Cauliflower and Rice
Cherry Gelatin served with Dry Macaroon Crumbs

V

Lamb Soufflé (left-over lamb)
Riced Potatoes
Mashed Turnip
Fruit Cup

VI

Tomato Soup
Baked Halibut
Baked Potatoes
String Beans
Lemon Gelatin with Cream

VII

Cream of Carrot Soup
Kolkannon
Crisp Bacon
Asparagus Salad
Boiled Dressing
Baked Apple with Jelly

VIII

Little Broiled Beef Cakes
Mashed Potatoes
Creamed Onions
Blanc Mange with Raspberry Sauce

IX

Spinach with Sliced Hard-boiled Eggs
Creamed Potatoes
Finely-chopped Buttered Beets
Peach Shortcake

X

Broiled Lamb Chops
Mint Jelly
Baked Potatoes
Creamed Celery
Gingerbread with Marshmallow Sauce

XI

Individual Pot Roasts
Buttered Carrots
Spaghetti
Apricot Whip with Custard Sauce

XII

Baked Flounder
Baked Potatoes
Brussels Sprouts with White Sauce
Shredded Pineapple Cookies

XIII

Tchi (Russian)
Toasted Whole Wheat Crackers
Tomato Jelly Salad
Boiled Dressing
Banana Shortcake (sponge cake)

XIV

Chicken Broth
Creamed Mock Sweetbreads on Toast
Buttered Asparagus Tips
Whole Wheat Crackers
Cream Cheese Grape Jelly

Different Unusually Tempting

TOASTING makes the difference. H-O Oats are toasted until they are butter-nut brown thru and thru—toasted until they're as tasty as roasted chestnuts, fragrant as freshly roasted coffee.

H-O Oatmeal is brown and enticing, the kernels are separate, firm, nearly dry, like small nut meats—compact and chewy. H-O stays firm in the spoon, stays separate from the cream, is almost crumbly.

Oatmeal—enticing with its aroma of sun-ripened grain, delicious as a confection—more energizing than milk—a new conception of an age-old cereal—that's New Style H-O.

There is no more wholesome food for children and none they like better. Try it and see how eagerly they eat it.

QUICK H-O OATS

for

More Healthful Drinking Habits

ALWAYS use Stone's Straws in your home, and encourage their use in all places where drinks are served. Straws promote healthful drinking habits for children and parents, and make the best drinks taste better.

It's so easy to keep Stone's Straws in the home for use at parties, mealtime, and for serving milk and other drinks to children. The 10c Home Package contains a liberal supply.

Stone's Straws prevent gulping, thereby aiding digestion. Machine made, they're absolutely sanitary. Get the Home Package today at your druggist's.—STONE STRAW CORPORATION—*General Offices:* Washington, D.C.

STONE'S
Sanitary
STRAWS

Made in "Washington—the Nation's Capital"

Do Your Spring Sewing Early

(Continued from page 26)

Bows at neck and belt are attractive touches when made of the same fabric as the frock. For a girl of eight or ten, such a dress will be charming made of challie or cotton broadcloth. No. 5540.

The little printed smock with matching bloomers and patent leather belt, has a separate collar of pique smartly ruffled. No. 5543.

Batiste is quaintly fashioned with a pointed yoke that is laced in front with ribbon. It may be made with or without sleeves for the child of four. No. 5549.

Blazer jackets have become a definite fashion for the young. Brilliantly colored, they can be worn with a pleated skirt or solid color and need not be lined. Pinking or binding the seams or French seaming are neat ways of finishing. Jacket No. 5522—Skirt No. 5232.

The one-piece frock that has the effect of a two-piece frock has a leather belt. The yoke appears only in front and is finished by a contrasting roll collar and soft ribbon tie. The printed percales and new eponge weaves are excellent materials to use. No. 5555.

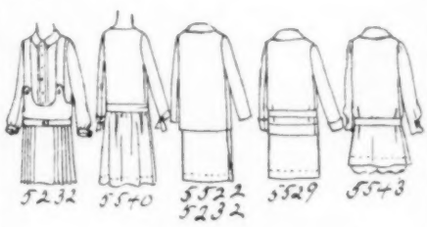
COZY little garments for the baby are made of dainty washable flannels. The sensible mother trims them with very simple embroidery and narrow laces. Ties instead of buttons are the better fastenings .

Printed flannel in pastel colors is charming for little dressing gowns. They may be quilted with muslin and lined with China silk if desired. Coats of flannel should be made with detachable linings. Flannelette is practical for nightgowns.

Slips of cream flannel with matching bands and shirts have cat-stitched hems and whipped seams. Layette No. 5205.

Serge or flannel, cotton gabardine, linen or denim either plain or striped make sturdy suits for the very young man. Patch pockets are easily applied and the tailoring is extremely simple, for the coat is unlined. No. 5024.

Every young girl likes the separate blouse and skirt for school. A hip yoke is very new and is easy to slip into if zipper fasteners are used. Such fasteners may be purchased by the yard. No. 5550.



Back views of designs on page 26.

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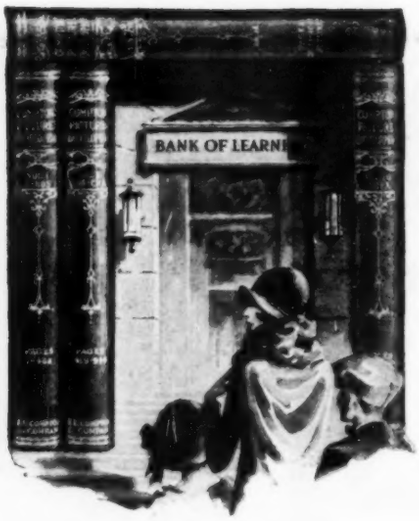

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Train Your Baby to Regularity

(*Continued from page* 17)

to say this word when they need the chair. The writer knows many children under one year of age who call for their nursery chair as they need it. The area about the rectum should be carefully washed and dried after each bowel movement.

The evacuation of bowels is most easy for the runabout child when he is placed on a chamber which is on the floor. Study the anatomy of the child. When he is on a seat built for adults, with stretched abdominal muscles and dangling legs, he is at a mechanical disadvantage. Place a small vessel on the floor against the wall. Then he can rest his back while using it. In selecting the vessel choose one which has a flaring edge. One with a sharp edge which does not flare may hurt the baby while he is using it. A small seat —which fits over the large bathroom seat and which is especially designed with an adjustable foot rest for children—is an excellent piece of bathroom equipment for the home with small children.

Training the bladder is usually begun during the latter months of the first year, and includes the same principles as those suggested for training the bowels. The child should be taken to the vessel hourly while awake, and several times during the night. The mother should note the hour at which the child first voids urine after retiring and the hours at which he repeats the urination. She should teach the child to lengthen the time between urinations.

Many children of two years go through the night without wetting the bed. Those who do not, need further discipline in this respect. They should be taken up at about 10 P. M. and on awakening. The evening meal should contain very little fluid.

Prevent excitement before bedtime, and instruct the child in habits of self-control.

DIAPERS when pinned tightly cause pressure over the bladder. This may suggest the idea of emptying the bladder. It has been noted that children who wear rompers or drawers do not wet their clothes as frequently as do children who wear thick diapers. The child does not experience extreme discomfort when wetting the diaper. He does, however, feel uncomfortable when his romper or thin drawers are wet.

Discontinue the use of the diaper as soon as a child is able to hold himself in a sitting position. He will not like the cold sensation which comes from wetting his clothes. To avoid this discomfort he will refrain from emptying the bladder until he is over the vessel.

Girls apparently acquire the ability of controlling the bladder more readily than do boys. The latter may be helped with circumcision. Punishment is seldom if ever effective. Usually it merely serves to humiliate or excite the child. Praise and rewards given when the child has practiced self-control strengthen his desire to establish right habits.

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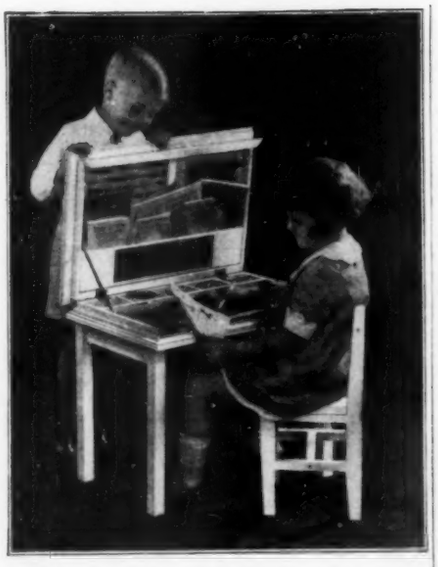

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The Hole in the Wall

(*Continued from page* 16)

powder, rouge, lipstick. It was a terrible room and it was her daughter's.

Emily shrank from it as though she were reading a letter not addressed to her. For this room was an informer, concerning its occupant. This room had betrayed to her Annette. This was Annette's life. This was not a place to rest in, to read in, scarcely a place to sleep in. It was a place where someone changed clothes, that was all. Clothes were changed, old ones thrown on the floor or piled on a chair or bed.

There was the madness of speed in this room. As well expect a robin to perch on a seaway as to look for five minutes' peace in the life of the girl who lived here. Nothing grows without quiet. Nothing could grow in this vortex of clothes. Expensive clothes, cheap clothes, crepe de chine, silk stockings, shoes, slippers. Odds and ends of a girl's life heaped together, a ragfair, confusion, cars honking outside, voices screaming, "Wait a moment." Emily's heart seemed to grow smaller and smaller until it was the size of a pea. These surging clothes, this chaos was Annette!

Before Emily had looked down the fatal hole she thought of Annette as a lovely, careless girl. Emily had loved her and pitied her. Pitied her because youth is so short, rejoiced with her because of the keen enjoyment she had for every small pleasure.

Immense weariness crushed Emily. There was a dreadful and familiar task to do. She watched herself bending down, picking up things, hanging up clothes. She sorted out things to press, things to wash. Annette's things.

She thought bleakly, "By and by they'll get above my head. Then I'll drown." Down the hole she saw a sea composed of things. They were lapping up on her, sucking her feet, swamping her. She was drowning. . . .

BUT she didn't drown, for through the hole again she saw herself very small, walking up the overgrown path toward the house. But now the house wasn't a house any longer. It was like a huge van moving around and around on an axis, by the aid of machinery. The van was always threatening to come to pieces. Its wheels waggled.

"I've got to wind it up," Emily heard herself say. She went inside the van and got a huge key from the wall and began to wind as though she were winding a clock. It took effort to wind up the van. It went slower and slower. Dread came over Emily. If the van stopped going she knew her heart would stop beating. The van, which was her house, had to keep on going around and around on its axis. She wound slower and slower and then there was an awful "Whir-r-r-r" and she knew that a spring was broken.

"Now," said Emily, "I'll have to get out and push." She got out of the van that was her house and began to push it around on its axis, straining every muscle. "If I don't push it around," she thought, "I'll have to carry it on my back." This didn't seem an unnatural thought. Now, Emily realized she had often pushed her home around to keep it from stopping.

"I can't push much longer," she thought, but she knew she'd have to keep on pushing, for when she stopped it would mean that she was dead. She was roused from the awful fascination of seeing herself push the unwieldy house around in its orbit, for someone was knocking on the door. Someone had been knocking a long time. It was Agnes, the maid, drumming on the door with timid persistence.

"Dinner's ready," she called. "Dinner's ready."

EMILY went down to dinner with a feeling of thanksgiving that she could get away from the horror of Reality and that in real life her children would be wrapped in Illusion. She longed to see them as they'd always been. Stephen so handsome, such a sight to fill his mother's eye. Annette, trying at times, but lovely.

The children were already at the table. Emily could hear Johnny Post's voice. Brenda Jeffers, a school friend of Annette's, was staying at the house. Emily sat down at the table and looked around. Then she looked down at her plate.

She still saw her children through the eyes of Reality.

Stephen and Johnny Post had no faces. Pulp. Gooseflesh came out on Emily at sight of them. The two girls had faces. Avid faces. She stared at the avid girls and the two faceless young men and they looked back at her. Then Emily's heart stopped beating and she grew cold. Then her heart raced on at an awful speed and she suffocated. It was the cold of fear and the suffocation of anger that played with Emily Nearing because of what she saw in the eyes of her two children and the eyes of their friends.

They looked at her with the eyes of Reality. They saw her as she really was! Talk surged over Emily and made her deaf with its buzzing. She still looked down, she couldn't bear to face the hostile, alien eyes of these children. Now Annette's voice cracked like a whip.

"David, you shall not come to the table like this! Go wash your hands and brush your hair. Mother, do you know what he's been doing this morning? Popping eggs!"

"Popping what?" asked Emily forlornly.

"Popping eggs under cars. Stealing eggs from the house and rolling them when cars passed."

As if they were very heavy, she raised her eyes. She looked fearfully towards her youngest son, David. She didn't want to look. She could not bear to face another changeling. And then, there he was, his yellow head peering cautiously around the door. He hadn't changed at all. He was exactly as she

(*Turn to page* 40)

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The Hole in the Wall

(*Continued from page* 38)

remembered him. A dirty, savage little animal in whom she rejoiced. He was the only natural thing in this unnatural world of Reality. She hadn't to wrap David in a veil of illusion. In other words, Emily had been perfectly able to stand him as he was. She looked at the others again and then looked away. There was a secret understanding between them that was inimical to her.

DINNER was over. Emily got up and went out of the house. Her instinct was for flight. As she walked along she tried to reason with herself.

"It's foolish to think they're trying to make me commit suicide. There's no need to think this way. Maybe I'm sick." This was a cheering thought. Maybe the doctor could give her a pill, an anti-children pill.

She turned in at the doctor's. He was a patient, middle-aged man, and he had known Emily for years.

"I don't know what's the matter with me, doctor," she began helplessly, "I feel so tired. I just feel all gone. I haven't any life or energy."

"How are your teeth?" he asked suspiciously. "Have you had them X-rayed?"

"Yes," Emily murmured. He took her pulse. Her temperature. He inquired into the state of her digestion.

"Do you sleep nights? Have you any worries?"

"No," she answered. "No extra worries." That was the worst of it. They were just as they always were, except that, of course, she'd never looked down the Hole in the Wall. She'd never faced Reality. The doctor's words pattered down on her.

A little nervous. A little run down. Take rest. Don't worry. Let George do it—then he gave her some charcoal tablets.

Emily went forlornly away. But she'd expected as much. She'd hoped he'd say erysipelas or high fever. Something real, something that needed a house of silence and a trained nurse.

But she'd known all the time that nothing ailed her but her children.

Walking down the street, Emily noticed the faces of the friends of her own age. All of them had a worried, baffled look. *Then Emily knew that they too had looked at Reality. They knew what their children were like.* And they were all keeping it from one another. Each woman thought she walked in misery alone. She went up the path again. Annette was standing in the door.

"Did you get any stockings when you were uptown?" she asked. And without waiting for an answer, "David's run off without burying the garbage. Do you want to plan about the tea now?"

"No," said Emily faintly. "Not just now. The heat I think—I'm going to rest a while."

"Well, I'll be waiting!" said Annette. "I haven't got much time. I wish you hadn't forgot those stockings."

"I have some," said Emily.

"Oh, no you haven't," said Annette. "I've used up all yours." After Emily closed the door of her room, she heard Annette's voice crying "Garbage."

Instead of lying down, it was as though the black hole in the wall pulled her to it like a magnet. She looked down its dreadful depths. Now she was pushing the run-down house that wouldn't wind up any more. Round and round she was pushing it on its axis. She knew it was the future because things were being gotten ready for a tea and all the children's friends had come. They were running towards the house screaming:

"Let me help! Let me help!"

But instead of helping they all jumped into the house, so that Emily could push them round and round. Emily screamed at them:

"Stop! Stop! I can't push you all!" But they didn't hear her for they had set the phonograph going and had begun to dance. And then something happened to Emily as violent as falling out of love. As irresistible as nausea. She was racked with this feeling, and it was so awful and so violent she thought she would die of it.

"Get out of the house!" she cried. "Get out of the house. Go away where I can't see you for five years." That was what she wanted! That's what would make her well again!

Then a dark horror swooped over Emily. She couldn't want them gone like that, gone until they were grown up! In her awful horror Emily stopped pushing the house and reeled over to her bed, screaming aloud. The door opened and George came in.

HE said: "I knew you'd get all worked up if you didn't come with me. That's why I bought a car and drove back in it. Why Emily, what's the matter, darling?—Don't cry so. It's all right."

"It's that," said Emily, pointing. "It's that hole. Get it plastered up, George. Get it plastered up right away!"

"It's a queer hole, all right," he said. "I shouldn't have left you alone with those hyenas, but I was afraid I'd murder them if I didn't get away. I'll get a piece of beaver board and cover that hole, Emily, and you lie down. Don't do a thing, old girl, and I'll scalp any kid that tries to see you."

"Yes," said Emily, faintly, "I'd better not see any of them today." With the hole covered Reality was fading rapidly away, but its memory lingered.

"I'll let you rest," said George. "Here's David—he wants to know how you feel."

"Tell him to come here," said Emily. She wasn't afraid of David. He put his head cautiously through the door.

"Do you feel better?" he asked.

"Lots," said Emily. Then she stared at David. His hand went to his head in stealthy fashion and he clawed at his hair:

"What are you scratching your head for?" she asked sharply. A dull flush of shame suffused David's face.

"It itches!" He muttered.

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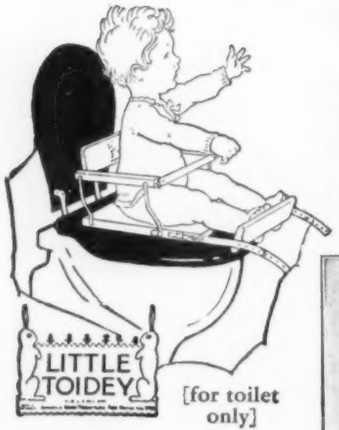

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For Better or Worse--Servants Influence Children

(*Continued from page* 21)

often fare better with maids, particularly those who are level-headed, easy-going and unflurried, than with the busy, overwrought mother of today.

Servants, on their part, though there is a general belief to the contrary, like to work where there are children. True, tasks are more numerous than in households made up entirely of adults, but the conditions of work are frequently pleasanter. Children bridge the chasm of class much more effectively than do even the most democratic of employers. They are genuinely interested in the maid's experiences. By sympathizing with her, by seeking to make her lot happier and her position more tolerable, children often gain their earliest training in fair play and justice.

To harmonize the various elements of her household is, of course, the problem, the very great problem, of the thoughtful modern woman. The adjustments she must make between two important elements in that household, the child and the servant, require infinite patience and sacrifice of time and energy. With all her effort, the woman of today may never secure for her children an ideal companion like Stevenson's beloved Alice Cunningham, whose "most comfortable hand" led him "through the uneven land" of childhood and serious illness. But her thoughtful attention to the problem of the child and her helpers will go far to secure the fine functioning and consequent happiness of the family as a whole.

My Boy's Grades Give Me the Collywobbles

(*Continued from page* 11)

I was introduced, tolerantly. I didn't discuss Bill and the mess we had made of his education, but I was hunting for the best looking and most interesting appearing teacher I could find. I found her in the person of Miss Williams—an attractive young woman in a neat blue smock. She oozed personality. I would have been glad of a chance to go to school to her myself.

But I wasn't looking merely for prettiness. All teachers are pretty nowadays. I wanted the beauty that goes deeper than complexion, the beauty that expresses itself in gesture, a smiling countenance, tolerance, patience. I wanted somebody who had something to give to my boy from herself, not merely from a book.

"I like that teacher," I told my guide. "Shall I transfer Bill to her?"

"Use your own judgment. On second thought, why not ask Bill if he wants to be transferred?" I suggested.

Yesterday Bill announced that he was in Miss Williams' room, that he liked her very well and that he thought she liked him. He had got an A in arithmetic and the writing supervisor had raised his desk another half inch.

I went back to my typewriter and I believe I did a double loop.

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How to Live Happily on Your Income

(*Continued from page 23*)

and the farmers and certain groups of business and professional men who derive their incomes from profits or fees, there is some reason for this, but at least last year's income could be known to both parties. And let me hasten to add that lack of frankness in regard to money is not limited to the masculine mind. Where Mother has a private income we all know cases where it is "my money," something which may be the source of beneficence to the family, but in regard to which the family must not raise questions.: If the family could be thought of as a unit; where the group interest could be discussed, life would be so much simpler and pleasanter in many homes.

LACK of information as to the basis of the economic side of the family life can easily lead to misunderstandings of many kinds. Sometimes the wife imagines that the income is much larger than it actually is. But I know one woman, on the other hand, who thought that the income was much smaller than it actually was.

One great advantage of the family budget council is that it reduces worry, much of which has a financial basis. Troubles talked over and talked out are smaller than those kept to one's self. There is no reason why either husband or wife should have a monopoly of the financial worries of a family. It is usually assumed as a means of protecting the other person, but I have grave doubts if having to live with a person who has bottled up a lot of worries within himself is real protection.

A budget and a record of expenditures can teach us something about our own sense of values and about those which our mode of living is instilling in our children. How are we reconciling our income and our wants?

Of course we want to be ambitious, to be as efficient producers as possible, and to increase earnings as we can. But there are ways of satisfying the demands for the increased refinements of life other than increased expenditures. We may improve our skill in producing or in buying. We can reduce expenditures in one field in order to increase them in another. We can develop a philosophy which will demand only the more simple things. We all know that many expenditures are based on tradition and on imitation. If a few persons in a community are only brave enough to break through the wall of conventional expenditure, others will follow with relief.

Too long we have thought of the budget as if its sole purpose were to increase savings. As a matter of fact, this is only one of its functions. However, it is a valuable one, for security is a deep-rooted desire of the human being. A leading sociologist lists it among the four fundamental wishes of man. Economic security is among the most difficult things for persons of small

(*Turn to next page*)

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How to Live Happily on Your Income

(*Continued from page* 43)

and moderate income to achieve under the present industrial organization. But the family can at least take the first step towards it by applying the methods used by business corporations to achieve the same end. Planned spending makes savings more likely and more systematic, and less liable to cut into what are really desirable and essential expenditures.

Further, a plan of expenditures gives assurance. If it is decided that a certain sum may be spent for the children's clothing during the year and a record of what has been spent is available, then when a chance of making a purchase on favorable terms comes up there is no doubt, no questions of "Is this wise?" "Should I or shouldn't I?" The family has planned, it knows what it can afford to buy and when it can buy it.

NOT only will husband and wife find more unity where there is an understanding of the financial basis and aims of the family, but so will the children. It is hardly fair to expect them to understand the limits placed upon fulfilment of their desires if they do not know the reason. A child who has had an allowance, and who has taken part to the extent that his age permitted in the family budget council, is much better fitted to take a rational attitude toward the many demands of his adolescent group than is one who has not had these advantages.

I shall never forget the surprise and relief of one of my students who came to me after a class discussion of the expenditures of a family on a professional income. Her father was a college professor, but she had never had any idea of the size of the family income. She had been sent to a good school with girls whose fathers were in better paying occupations. No explanation had ever been given her by her father as to why she could not have the clothes and the vacation trips and the allowance which other girls in her group had. She had developed the attitude that "Father is a stingy old grouch." Given some idea what college professors were likely to make and the many demands on such an amount for the ordinary family living, she was amazed to see how much of the family income had been absorbed by her schooling and pleasures. How much better for the whole family situation if she could have been made a part of the family budget council years before!

The home is a group possession and it must be run by the group considering not only the total situation but the demands of each individual in relation to the whole. If the household is to be run as a business organization, why not organize it as a corporation where on questions of expenditure, voting power depends on ability, but where all members have as much information as they are capable of absorbing, and all have a right to take part in the discussion of policies?

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Books for Parents

The Children, by Edith Wharton. *Appleton.* $2.50.

This is the story, satiric, piquant, and sometimes mellowly humorous, of the brood of Wheater children, whose parents are so divorced, remarried and divorced again that the result is equal to a Chinese puzzle. Some of these young people are real Wheaters; some are "steps," but one bond holds them together. Because of being dragged from one Palace Hotel to another in Europe, separated and discarded during their parents' frequent stormy quarrels, they are determined to stick together. Above all, they are held as one by their common devotion to their oldest sister, Judith.

Judith, scarcely sixteen, with no proper education, unconsciously sophisticated and disillusioned, is yet a lovable, charming child. With a fiercely maternal flame, she has learned to protect her young flock against the blight of quarreling parents and divorce proceedings. "If children don't look after each other, who's going to do it for them? You can't expect parents to, when they don't know how to look after themselves," she says with shrewd grownupness.

These parents are delineated by a few strokes of Mrs. Wharton's satiric pen. Preoccupied with their quarrels, yachts, jewels and jealousies, they make a sorry enough picture and are sufficient reason for the fact that their youngsters have a disconcerting acquaintance with the sordid facts of life.

The world of Martin Boyne and Rose Sellars provides the contrasting illumination of gracious living, which gives the story its unusual flavor. Boyne, the middle-aged engineer, tired of wandering, first sees Judith shepherding her flock on a Mediterranean boat. Mrs. Wharton has shown with psychological skill the confusion which arises subsequently in his mind between the wistful sophisticated figure of Judith and the gracious, charming outline of Mrs. Sellars, whom he hopes to marry.

On the whole, though the satire is sometimes daubed on a little heavily, Mrs. Wharton has done a piece of work which compares far more favorably with some of her earlier novels than do "Twilight Sleep" and "The Mother's Recompense." As an exposition of the divorce habit and its results, it is terrific.—*Reviewed by Lola Jean Simpson.*

American Marriage and Family Relationships, by Ernest Rutherford Groves and William Fielding Ogburn. *Henry Holt.* $4.50.

For those who prefer facts to mere opinions, Professor Ogburn (sociology, Chicago) provides the most compact, authoritative, and useful body of information to be had anywhere—more than 300 pages of it, based largely on the reports of the U. S. Census. One will find the answer to almost any question asked, and will find it in readable form, in this "Statistical Study of American Marriage."

In a hundred pages preceding this, Professor Groves (sociology, North Carolina) offers a sympathetic and penetrating analysis of present-day marriage and family life. After a glance at the earlier development of these institutions, he points out that in a transition period like the present, disorganization is unavoidable. There is no need to get excited about it; the family is going to persist, somewhat reconstructed. It will never reach any final position, for it changes incessantly just as human nature and society do. But the next stage will be better than the one just passing; and he outlines in some detail the directions in which he thinks readjustment will take place.—*Reviewed by Paul Popenoe.*

A Guide to Literature for Character Training, by Edwin D. Starbuck and Frank K. Shuttleworth. *Macmillan.* $2.00.

This book is the result of an investigation conducted by the Iowa Institute of Character Research. It is a carefully selected list of books and stories which are ethically sound and which will place right ideals before their child readers. The preface states that the book "ventures to specify the degree of merit of each story included, the school year to which it is best fitted and just what each story is good for." This seems a large undertaking. The value of the book lies in its wealth of suggestions for good reading material, though the list is somewhat limited by being confined to fanciful stories.

The University Society has recently published an elaborated and amended copy of The Manual of Child Development, which is the key to **The Home University Book Shelf,** reviewed in the December issue. Because of the careful classification and indexing of its material, the volume is an excellent handbook for parents and teachers.

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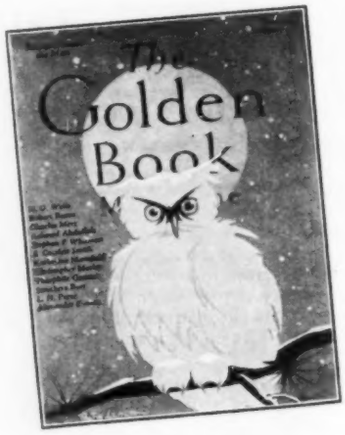

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"Oh," said Freddy, "you're afraid to fight!"

"No, I'm not," protested Jack, "but if I fight my mother will find it out and lick me."

"How'll she find it out?"

"She'll see the doctor going to your house."—*O. M., Columbus, Ohio.*

THE bus was crowded.

"Look, Mother!" squealed little Jimmy, as a passenger got on and took a seat opposite, "there's the man who comes Thursdays for the furniture money!"—*D. W., Chicago, Ill.*

ONE winter's day a very bowlegged tramp called at a home and stood by the kitchen stove to warm himself. Little Jack surveyed him carefully for some time, then finally approached him and said:

"Say, mister, you better stand back; you're warping!"—*R. W. S., Champaign, Ill.*

A FATHER took his little boy, Billy, to the park, and there the youngster saw a stork among other interesting exhibits. The boy seemed to be greatly interested in the stork, and looked at him as long as he could. Then, turning to his father, he said disappointedly:

"Gee, Daddy, he never recognized me!"—*M. Z., Kansas City, Mo.*

FIVE-YEAR-OLD Mary was teaching three-year-old Audrey the value of different coins:

"That's a dime; it will buy lots of candy. That's a nickel; it will buy an ice-cream cone. That's a penny; it's only good for Sunday school!"—*Mrs. G. W. L. P., St. Paul, Minn.*

BENNY has a baby brother who is already ten months old and has not yet shown signs of a tooth. Benny couldn't understand it and said so.

"Father," he said, "I think it's awful. The baby is ten months old and hasn't a tooth yet—and you a dentist."—*J. C., Kansas City, Mo.*

LITTLE GIRL (with a penny to spend): "How many of these candies do I get for a penny?"

SHOPMAN: "Oh, six or seven."

LITTLE GIRL: "I'll take seven, then, please."—*J. J. F., Columbus, O.*

DAVID had just been vaccinated.

"Mother," he inquired, "how long will it hurt me?"

"Well, maybe until tomorrow, or the day after," said mother consolingly.

"Wish I had been vaccinated yesterday or the day before, then," David plaintively murmured.—*Mrs. M. R. L., Harrisonburg, Va.*

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PETROLEUM JELLY

Fewer and Better Punishments

(*Continued from page* 19)

know what punishment fits, or whether any punishment is called for, let him delay by all means—and in most cases, delay permanently.

There is no one punishment to fit all children or all offenses, and all children do not react in the same way to any one punishment.

Here are a few practical guides: Since punishment is not "to get even" but to educate and correct the child, we will do well to let the punishment, when possible, grow out of the situation itself.

If Julia is careless and keeps on losing her gloves, do not scold her and then buy her a new pair. Instead, let her get along with wearing her old, shabby ones for a while.

If Bobby throws his new toy around until he breaks it, don't be in a hurry to fix it for him or to get him a new one. Let him be deprived of his loved possession and so suffer the logical consequence of his act.

A great advantage of this type of punishment is that it is so obviously fair and strikes the child as fair. It is educational, teaching the connection between cause and effect. It is free from the resentment and bitterness which artificial punishments so often breed.

THERE are obvious limitations to this doctrine of what Herbert Spencer first called "natural punishments."

"You will fall out of the window and break your neck, if you don't stop leaning over the sill," I heard a mother tell her two-year-old.

"I *want* to fall out and break my neck!" was the answer.

Sometimes, as in this case, the child does not comprehend what the "natural consequences" entail, and it is not safe to let him find out by experience.

The other general method of punishment is to deprive the child of something he wants—desserts, candy, and little privileges—but nothing he really requires. This, though theoretically open to some objection, is often helpful with young children. It connects displeasure with the disapproved act. It helps them to remember not to repeat the act.

The only punishment I have ever seen used in any nursery (pre-kindergarten) school is punishment by isolation. A child is rough, or too noisy, or disagreeable to other children. He is removed calmly and completely to another room—not a dark closet or chamber of torture, but a pleasant, light, airy room with toys, perhaps, but no children. He is able to hear, and often see the other children romping in happy social groups from which he—by his own actions—exiled himself. He realizes what he has lost, why he has lost it, and—the mark of any perfect punishment—he comes to want just what is right for him to want. He wants to be good, to be fit for the social play, he wants *not* to repeat the rough or otherwise disturbing behavior which resulted in his being left to himself.

Punishments should teach a lesson. If you are training your children wisely you will need to punish less and less.

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Price: 25c per number; $1.00 per year

Books for Boys and Girls

Adventure---Real and Fanciful

By Alice Dalgliesh

Teacher of Story Telling for Children, Teachers College, Columbia University

At least one-half of the books waiting to be reviewed are concerned with adventure in one form or another. First of all, there are the books that record adventures of the present day, real happenings told by real people. Among these are the following:

Silhouette by John Bennett for his "The Pigtail of Ah Lee Ben Loo," published by Longmans, Green.

Safari. Martin Johnson. *Putnam.* $5.

One of the best adventure-travel books for older children and adults. It is the story of Mr. and Mrs. Johnson's expedition to secure photographs of African wild animals—and lions in particular. There is not a dull moment in the book and it is illustrated with many fine photographs. (Age 10 and over.)

Martin Johnson, Lion Hunter. Fitzhugh Green. *Putnam.* $1.75.

This book tells about Martin Johnson's experiences in various parts of the world. Readable and exciting, but of course not as good as Martin Johnson's own book. (Age 10-14.)

Girls in Africa. Erick Berry. *Macmillan.* $2.00.

This is classed with the "real" books because, while the content is fiction, the book was written and illustrated in Africa and it is convincing. Isobel, aged sixteen, goes out to Nigeria to visit her father and mother and shoots a lion "quite by accident." The other stories in the book are about native African girls and are interesting and unusual. (Age 10 and over.)

The next group of books includes those in which fictitious adventure is given an air of reality. Some of these are overdrawn and quite impossible, but in spite of this they are stories that hold the reader's interest.

Smuggler's Island. Clarissa A. Kneeland. *Houghton Mifflin.* $2.00.

A new edition of a story of the Swiss-Family-Robinson type. Five children are marooned on an island and live there for several years, building their own house, making their own garments, and so forth. (Age 9-12.)

The Seal of the White Buddha. Hawthorne Daniel. *Coward-McCann.* $2.00.

Hope Winchester takes a trip to China on a clipper ship in the year 1847. The story gives a good idea of life on a sailing vessel, and there is an element of mystery and Hope has many adventures. (Age 10-15.)

The Derelict. Charles Nordhoff. *Atlantic Press.* $2.00.

I lent this book to a twelve-year-old boy and he returned it with the comment, "Oh, boy, that sure is a good story!" It is a thrilling, swift-moving tale of adventures on a South Sea Island—a German raider — hidden treasure — everything a boy could wish for in a story. The setting is interesting—the author knows that part of the world intimately. (Age 12-18.)

The Red Cape. Rachel M. Varble. *Little, Brown.* $2.00.

There is a certain thrill in most stories about princesses in disguise and this is no exception. There is a revolution in O-garia and the Princess Fayella has several narrow escapes before the revolutionists are vanquished and she is restored to her kingdom. Impossible but interesting. Girls are sure to enjoy it.

Mutiny Island. C. H. Bennett. *Dutton.* $2.00.

A black cover with a gold and black Jolly Roger and cutlass-waving pirates tell us that this is a real pirate story. There are the inevitable fights on sea and land, an island and buried treasure. (Age 10-15.)

For those who like to step back into the past for a few hours, here are several adventure stories with a historic or semi-historic setting:

The Boy Who Was. Grace Taber Hallock. *Dutton.* $2.50.

An unusual book. The scene is laid in a small Italian town and the reader accompanies the boy back into past centuries. One chapter tells of the destruction of Pompeii, and another of the Children's Crusade. Striking decorations by Harrie Wood.

The Road to Cathay. Merriam Sherwood and Elmer Mantz. *Macmillan.* $3.50.

For girls and boys with a real interest in history and travel. The authors have made this book with material from the works of Marco Polo, Sir John Mandeville and other thirteenth-century travelers, adding their own knowledge of the countries described. (Age 12-16.)

Last, but not least important, there is a book of miscellaneous humorous stories dealing chiefly with adventure and romance. The book is illustrated with numerous delightfully funny silhouettes and its name is:

The Pigtail of Ah Lee Ben Loo. John Bennett. (Author of "Master Skylark.") *Longmans, Green.* $3.50.

A Party the Children Will Never Forget

This year for Valentine Day let's have a party the little folks will love! Full of surprises—new decorations and costumes, new games to play, clever favors to take home. Dennison has prepared all the plans for just such a party and will send them to you free. Just mail the coupon.

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Send the coupon now for the FREE plans for the children's Valentine Party. And why not let us send you at the same time a copy of the Party Magazine, or the big new Party Annual, filled with plans for happy parties all year round, or some of the new special books on entertaining. See list in coupon.

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It invites group play without friction. It is a scaffolding on which the young imagination builds.

It is safer than any other play apparatus.

It is universally attractive to children from 3 to 12 years of age.

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(*Children Jan.*)

Things *for* Children

Games, Handcraft and

A Department Edited by the Playground

A community at Sunnyside Gardens, New York City, provides a home-made skating rink which parents and children enjoy

A SKATING rink in the backyard or on a vacant lot keeps the children out of doors and happily active on winter days. This type of rink presents no dangers as skating on a pond or river often does. The boys will like to help Dad build the rink.

The surface to be flooded should be as level as possible. The bank may be of dirt, snow or boards. If of dirt, it should be plowed up and tamped before freezing weather comes. The snow bank must be frozen entirely through before any attempt can be made to flood the rink. A board bank is constructed of planks two inches thick and ten or twelve feet long, laid on edge after the surface of the ground has been scraped to enable the plank to rest on a solid foundation. The planks are laid end to end around the rink; 2 x 4 stakes about three feet long are driven into the ground to the depth of a foot at each intersection and nailed to the planks. This prevents any moving of the planks after they are laid. The dirt scraped from under them should be tamped around the planks at the bottom.

Drainage is provided by setting into the clay wall, a board in which a hole has been bored, or by making a hole in the board wall. This lets off the surface water which inevitably runs in during a thaw.

Trying to freeze a flooded surface almost always results in shell ice, unfit for skating. The only sure method is to build up the ice in thin layers through a process of spraying. Warm water is better to spray with than cold. Use a garden hose with a fine rose sprinkler. Let one layer freeze before the next is applied. The process is repeated until the ice is from two to four inches thick. Work after sundown or in the early morning if possible.

Make A Yarn Bird Cage

On a dull day, when daughter asks: "What is there to do?" making a yarn bird cage will prove a jolly occupation and will produce a cheerful ornament for the sun room or for the window in her own room. The materials required are two skeins of yarn in different colors (yellow and green is perhaps the prettiest color scheme), two wire or wooden embroidery hoops six inches in diameter, a piece of wire to shape the canary's perch, a darning needle and an imitation canary, which can be bought ready made.

Two strands of yarn, one of each color, are twisted around the hoops to completely conceal the frame. The ends are then securely fastened with a few stitches taken with the darning needle. Next cut yellow yarn into about nineteen lengths each measuring twenty-five and a half inches, the extra half-inch being allowed for the knots necessary to fasten the yarn "bars" of the cage to the hoops. Allow one inch for a top tassel, six inches for the slant from the tassel to the first hoop, eight inches to the second or bottom hoop, and ten inches to be tied in at the base and to hang in a showy four-inch tassel.

Commence at the top hoop and tie the yellow yarn "bars" about one inch apart all around. Next leave eight inches as described above and tie to the

Have you a question on a play suitable for children or on some problem of dramatics in the home or school or church? Write to this magazine, and expert information will be sent you. There is no charge for this service.

Address Mrs. Hobbs, CHILDREN, *The Magazine for Parents*, 353 Fourth Avenue, New York, N. Y.

to Do *and* to Make

Other Constructive Fun

and Recreation Association of America

lower hoop. Draw the nineteen ends down and tie together six inches below, so there will be a four-inch tassel.

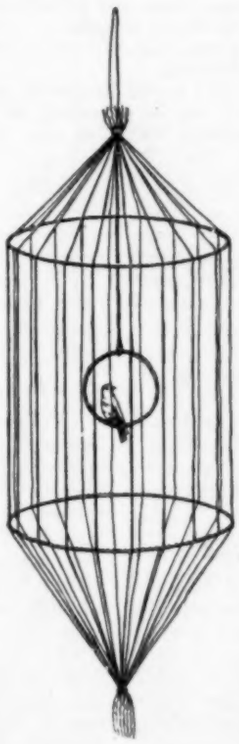
The wire perch for the canary is shaped in a size to accomodate the bird, then covered to match the two cage hoops. Suspend the perch with a single strand of yarn and fasten the end in as the nineteen "bars" are tied together to form the inch tassel. A double length of yarn is then used to suspend the completed cage at any length desired.—*M. B., Los Angeles, Calif.*

Amusing the Convalescent

The following handcraft ideas, hit upon by mothers to amuse children during the trying period of "getting well," will serve to keep youngsters busy at any time.

Having a young convalescent to amuse during the canning season, I thought of a new use for paraffin. I gave him a pan of partly-congealed paraffin which I had been using to cover jelly, showed him how to make little balls or marbles, and provided a pan of warm water in which to set the paraffin to keep it from hardening. I then went on with my work, and was uninterrupted for so long a time that I went back to see what was holding my boy's interest. In the pan of water paraffin boats, bobbers and even little men were swimming around. Day after day the convalescent entertained himself with this simple device.—*Mrs. S. W. H., Lakewood, Ohio.*

Making a potato family amuses my five-year-old. Tiny potatoes, a few toothpicks and some raisins are the materials. With a saucer of beads and a needle and thread, necklaces for the potato people to wear can be made. Log cabins for the family are built by laying clothespins one on top of another, criss-cross.—*Mrs. H. H. F., Victoria, B. C.*



A bright-colored yarn cage for a decorative bird is something the child of eight and over will delight to make

Family Games

COFFEE-POT—This game is delightfully mirth-provoking. One person is chosen to be "It" and is sent out of the room. The remaining ones decide upon a word naming some action, such as drinking, eating, sleeping, talking, etc. "It" is then summoned into the room and is permitted to ask each in turn a question about the action, using the word "coffee-pot" in place of the word decided upon. He may ask as many questions as he likes, but is only permitted three guesses. If he guesses right, the person who answers the question which gives the word away is "It." If he guesses wrong three times, he is "It" again and must go out while a new word is chosen. All questions must be answered truthfully.

Here is an example: The word chosen was "eat," and it was guessed after the following questions had given the clue. "When did you coffee-pot last?" "This evening." "How many people are required to coffee pot?" "One." "Is coffee-potting a duty or a pleasure?" "Both." "Where do you coffee-pot?" "In the dining room."—*Mrs. G. A., Spokane, Wash.*

CARD GAME—Our family, which has had the institution of "family game night" for two generations, has invented a card game simple enough to be played by small children of three, but interesting also to grown-ups. Dad brought home a stack of cards, three by five inches, the kind used for card indexing. One rainy day the children cut out the colored pictures of fruits and vegetables from the labels on canned goods, pasted them on the cards and pressed them under a flat-iron. Four cards of a kind are needed. It is not necessary to wait until the cans are empty, as the picture may be cut out with sharp scissors, leaving all the printing to tell what is in the can. Neighbors were glad to cooperate by saving labels. The family has also made sets of the cards to give away.

When older children play the game, four cards of the same kind make a "book" as in "Authors." Since the smaller members of the family cannot hold many cards at a time, the game is changed when they play and pairs are put down as one gets them. Each pair counts one point and the highest score wins.

After the cards are shuffled and dealt, the first player says, "Mary, have you any tomatoes?" (or peaches, or whatever he needs to match one of his cards.) If Mary has a picture of what he asks for she has to hand it over; if not, the first player draws, and so on.—*Mrs. P. K. K., Detroit, Mich.*

CHILDREN IN APARTMENTS

Perpendicular walls, tier upon tier of windows, but no place where children can play in the open.

If this fits your case get

THE "BUSY KIDDIE"

a complete gymnastic set for children from 3 to 8 years old. Can be hung up in any doorway without using treacherous, unsightly screw eyes. Won't mar the woodwork. And all on account of

The Patented "BUSY KIDDIE" HANGER

The Hanger

See "Hanger" Hugging Door Frame

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"I am recommending BABYDENT to other mothers, for it completely solved my problem of how to care for my baby's teeth."

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A child-study group in South Orange, N. J., which uses these programs at their meetings

For Your Next Meeting

A Program for Discussion by your Parent-Teacher Association Mothers' Club or Child Study Group

Prepared by the Child Study Association of America

THE following outline for study is based on the article "Fewer and Better Punishments," by Edna Brand Mann, on page 18 of this issue.

How to Use This Program

Appoint a leader who will first read aloud the article on page 18. The leader should then present for discussion the various questions given below. She will next request various members of the group to take up, one by one, the Problems for Discussion. At the close of the meeting it will be found helpful for the leader to read the summary of the main points made in the article. In advance of the meeting, the various book and pamphlet references should be assigned to members of the group, who will report on them at the meeting.

Ask your public library to co-operate with you in providing the books or pamphlets listed for your reading.

Questions

(1) What is your attitude when you punish your child? (a) Do you ever punish to give vent to your own annoyance? (b) Are you trying to "pay the child back" for the wrong he has done? (c) Do you constantly hold a whip of fear over your child? (d) Do your punishments come only when you are fully convinced that by that particular method you will increase the child's understanding of his responsibilities?

(2) Do you find the frequency and severity of punishments increasing or decreasing as the child grows older?

(3) Are you constantly on the lookout for bigger and better punishments?

(4) How many other methods of correction do you try before you resort to punishment?

Points to Keep in Mind

(1) A punishment is never an isolated occurrence, but must be considered: (a) in its relation to the events that preceded it and that follow it; (b) in its relation to the parent's usual treatment of the child in similar situations; (c) in its bearing on the child's personality.

(2) The test of a wise punishment lies: (a) in the child's understanding of its reason and purpose; (b) in bringing about a more than temporary reform; (c) in arousing in the child the spirit of co-operation, not of resentment.

(3) Never allow the idea of punishment to be associated with things that the child must accept as pleasurable; such as school, bedtime, tasks in the home, the doctor or the policeman.

(4) Never punish through fear; the cure may be far worse than the disease.

(5) Punishment is wise only when it helps to establish the child's confidence in his own ability to improve. It must never break down his morale.

Problems for Discussion

(1) Three-year-old Betty, dressed in her new blue coat and hat, went on the bus with Daddy, on Sunday morning, to visit Grandma. On Monday, she flatly refused to wear her old brown coat. "If you don't stop that naughty crying," said her exasperated mother, "I shall give your blue coat away." Was punishment necessary in this instance? Where did the trouble lie?

(2) Jim was told not to bounce his football in the living room. He persisted, however, and broke a lamp. His mother made him pay for it out of his savings. Discuss the wisdom of this.

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(3) When Mary did not eat properly, her food was taken away. This system soon taught her to eat nicely. Her younger sister, however, is never hungry, and would prefer to have her meal removed. What would you do in this case?

(4) Mrs. B. feels that it is the father's duty to mete out all punishment. Mr. B. objects to this. What are the arguments on each side?

(5) Ten-year-old John teased his six-year-old brother until the latter was reduced to tears. "Very well," said their mother to John, "you shall not go to the circus next Saturday." Was this fair?

References

In order to give study groups more time for preparation, this list was published in December, one month in advance.

THE PUNISHMENT OF CHILDREN, by Felix Adler. (Pamphlet.) *Society for Ethical Culture, 2 West 64th St., New York City.* $.10.

PARENT EDUCATION, edited by Richard Aldine Beard, *The University of Minnesota Press.* $2.00. Chapter X. Problems of Guidance and Control, by Ada Hart Arlitt, Ph.D.

REWARDS AND PUNISHMENTS, by Marion E. Miller. Studies in Child Training, Series I, No. 2. *Child Study Association of America,* 54 *West 74th Street, New York.* $.10.

EVERYDAY PROBLEMS OF THE EVERYDAY CHILD, by Douglas A. Thom. Chapter VIII, Obedience. *Appleton.* $2.50.

Look Ahead!

The following references are to be used in connection with the article, "Help Your Child to be a Good Patient," by Gladys Hoagland Groves, which will appear in the February issue of this magazine:

CHILD CARE AND TRAINING, a Reading Course for Parents. *University of Minnesota Press, Minneapolis.* $1.00.

PARENTS AND CHILDREN, by Ernest R. and Gladys H. Groves. *Lippincott.* $2.00.

THE NERVOUS CHILD, by H. C. Cameron. *Oxford Medical Publications.* $1.70.

PASTIMES FOR SICK CHILDREN, by Mary Street Whitten and Hope Whitten. *Appleton.* $1.25.

THE HEALTH OF THE RUNABOUT CHILD, by Wm. Palmer Lucas. *Macmillan.* $1.75.

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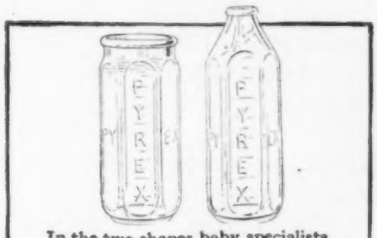

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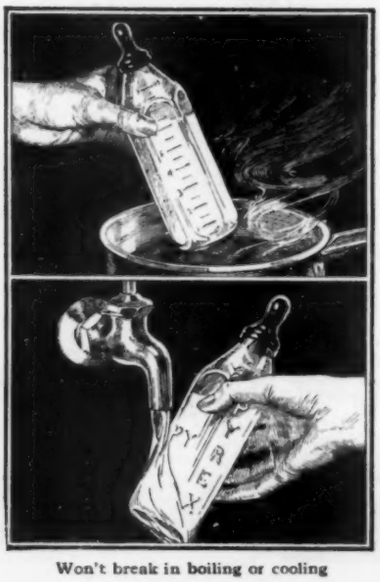

Won't break in boiling or cooling

Have You What Your Children Seek?

(Continued from page 9)

subjects and defend it logically, which is quite possible, even though a parent holds very old-fashioned orthodox or "quaint" views. The deadly sin in the eyes of youth—and it is right—is to dissemble, to shilly-shally, to be self-deceived, or to hold *no* clear ideas or views. Youth is rationalizing itself—which is the very first need of an honest, intelligent human being. It wants to know where it is going and why; and a parent who doesn't know where he is going or can give no good reasons why, is creating a gulf between himself and his child.

THE typical example is when your son makes a sweeping, cock-sure denial of the value of all religion. If you understand youth, you will know that he is not at all sure of himself, no matter how arrogant his manner and tone. He is hoping, even desiring a "comeback," a debate which will help him clear his mind. Too often a parent replies, shocked and reprovingly—which simply feeds his young vanity. Show no surprise at his question and calmly discuss with him just how religion has fitted into your life, stating your particular belief and faith, if you have any, and tell him how religion of some kind, even if it is only a certain "way of life" or philosophy of life, is something a human being cannot escape. Your son, in such a conversation, will respect your position, if it is genuine.

The same is true when a daughter questions a mother about marriage or chastity or sex generally. If a mother has a point of view consistent with her own life, no matter what that point of view is, she can deeply interest her daughter. It is the parent who has lived but has not thought of how or why he has lived that has nothing to offer youth.

I believe that youth *seeks to learn from the life and deeds of parents.* What we *are* speaks very loudly indeed to our children—far more loudly than anything we say. Youth is done with lives that profess to be one thing and are another; one philosophy for the parlor and another for the living-room; one religion for Sundays and another for week-days. If you are that kind of a parent, you have almost nothing to give to modern youth.

But if you would have that something which youth seeks from you, be yourself—do not pretend to be what you are not. If you are not a dualistic personality in this sense; if your philosophy or religion of life is one that you really live, you will have much for youth, whatever may be that philosophy or religion. It will be your privilege and duty to make it seem attractive to your children. Very especially, if that philosophy or religion *is your own,* and not something copied or followed from fear or standardized compulsion.

Modern youth is anything but craven. It wants its high adventure in which to use its youthful birthright of bravery, and there being few new continents to

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seek out and few ranges of imagination unattempted, it has hit upon what is truly virgin, unexplored territory—that of self-knowledge. It wants to conquer that dark jungle of the human emotions, evolve a philosophy of life, and emerge a freer spirit. You can not hold it back.

Under-graduate student bodies at several universities have expressed almost unanimous, and quite fervent desire for courses in practical philosophy; for light in the construction of systems of ideas and ideals which will give meaning to life, and still be free from cant and superstition. We must acknowledge frankly that the young people of our time are under unprecedentedly heavy pressure from three separate directions—first, emotionally, through the unnatural prolongation of the mating period, which is at variance with biology; second, through the economic pressure which has so multiplied the wants of average human beings that they cannot be met early in life; and third, through the decline of old religious and philosophical systems which gave automatic answers to questions of life and destiny.

Youth instinctively seeks to learn from those who really live their philosophy or religion. If parents cling smugly to old philosophies and religions, and have no sympathy with young people's gropings, and if they cannot understand the serious nature of the various pressures described above and be ready to be youth's ally, then they can only resign themselves to complete estrangement from their children. "Youth must be served." Parents face a supreme test when youth turns to them for help in understanding life.

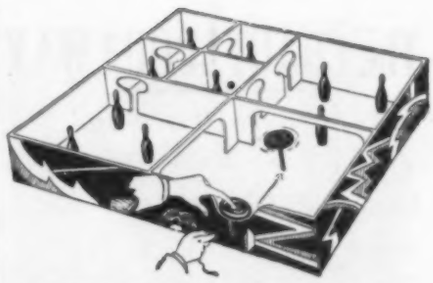
Keeping Quarantine

(*Continued from page* 12)

or immediate breakdown of quarantine. The other children are warned to keep away from the patient, but are not rigorously denied the room. Mother, herself, is constantly carrying infective matter from the sickroom on her hands or in her clothing. If the child does not appear to be very ill, she allows calls from solicitous neighbors.

The result of this is the maintenance for an indefinite period of an active center of infection. Perhaps Mother sends the other children to relatives or neighbors. But they are apt to be carriers of disease, some of them incubating it.

We have outgrown a number of obsolete ideas, but we have not given up the belief that a disease is not infectious until some doctor specifically pronounces it so. We forget the rudimental and essential fact, that every infection in the community is occasioned by a specific poison conveyed from one individual to another individual by actual contact. The purpose of quarantine is either to eliminate the source of infection or to block the route of its travel. The duty of the mother who is in care of the sick child is not merely the private duty of being his watchful and faithful nurse, but is the public one of guarding every child in the community from contagion.



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FOR A MONTH, my eighteen-months-old son has put his own wraps away, with the exception of his good coat, which I keep on a hanger. I have a paper shopping bag which stands on the floor of the coat closet. He carefully tucks his sweaters, leggings, mittens and cap into this bag whenever he comes into the house. No matter where I take them off, he trots to the closet with them, then comes back for his rubbers, which he sets in the vicinity of his bag. This saves me steps and delights him.—*Mrs. C. L. W., Cleveland, Ohio.*

Sugar-Coated Manners

WE ALL KNOW A child's love of "pretend." I capitalize that interest in teaching my four children the good manners which are so likely to be irksome to boys of ten and twelve.

One evening each week at dinner one of the children is host or hostess and another is a visiting celebrity dining at our festal board. Everyone from Queen Marie to Charlie Chaplin has thus partaken of our humble fare and the conversation for at least a few minutes is on subjects that would interest our guest.

I always serve something the children particularly like and allow them to dress up in any sort of costume their fancy dictates. Sometimes we invite a little friend to impersonate a celebrity. Their table manners have improved materially during this period of make-believe; their scope of conversation has widened and their powers of imagination developed to a surprising degree. And what to me is the most important item, they have gained a poise that would not desert them if one of their make-believes turned out to be a really-truly.—*Mrs. L. M. B., Lawrence, Kansas.*

Counting the Pennies

WHEN THE ALLOWANCE question was being discussed the fourth or fifth time—the girls insisting it was not sufficient—I told them that if they would keep an accurate account of their expenses and prove to me that it was not just being "spent"—I would be very glad to talk it over again and give them enough to make both ends meet. Since that time I have had no more comments and apparently they have found just where they were throwing their pennies away. It has cleared the air for us.—*Mrs. H. P. P., Brookline, Mass.*

Let Him Paint It

AS A MATTER OF ECONOMY, we furnished the twelve-year-old boy's room with unpainted furniture. He was delighted, and for the first time takes a really keen interest in his room. In about six months when the pieces will begin to look soiled, he is to paint them any color he wishes, and already he is calling at hardware stores for color cards. He sent for some samples of enamel and begged to paint the knobs of the drawers a shade which he originated by mixing, and which he calls "rosy orange." We consented, on condition that the work be done perfectly, and he will be happily occupied for some time to come. Probably those knobs will undergo as many changes as a chameleon. —*Mrs. A. C., Hollywood, Calif.*

No More Whining

WHINING IS A HABIT that should not be tolerated. One little boy who whined at everything has been helped by a firm refusal to listen to him when he whined. He was made to sit down quietly until he could control his voice. If persisted in, this treatment is very effective. The child finally learns that if he wants to be heard he must make his face and voice attractive.—*Mrs. N. B. T., Phoenix, Arizona.*

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